School of Education Office of Clinical Practice
Fieldwork & Student Teaching
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STUDENT TEACHING OBSERVATION REPORT#4
SECONDARY SOCIAL STUDIES

Part I Background Information

Name of Student Teacher _____

Date of Observation _____   Observation # _____

School _____   Grade Level _____

College Supervisor _____

Cooperating Teacher_____

Part II Summary of Teaching and Learning Activities

A. Objectives of Lesson:

B. Instructional Activities Observed (including use of technology in planning and/or instruction) This narrative is optional.

PART III
A. Student Teacher's Strengths

B. Suggestions for further Focus and Improvement (Identify one or two components within the three domains that candidate should target for the next lesson. What particular strategies or instructional approaches can she or he employ to improve in these areas?)

C. Overall Rating of this Lesson _____ (Use 4, 3, 2, 1 to the .1 place.)

Signature of College Supervisor _____**Date:** _____

Signature of Student Teacher _____**Date:** _____

Date of next Observation _____

Part III (cont.) Danielson Domains 1-3

Domain 1: Planning and Preparation Directions: After reading lesson plans and conducting post-observation conference, circle one performance level for each component based on holistic assessment of critical indicators.

Key: 1 = Baseline (candidate meets *few or none* of critical indicators); 2 = Approaching Target (candidate meets *some* critical indicators); 3 = Target (candidate meets *most* critical indicators); 4 = Exceeds Target (candidate meets *all* critical indicators)

Component 1a: Demonstrating Knowledge of Content and Pedagogy	*1*	*2*	*3*	*4*

Critical Indicators:
- *Materials prepared or gathered for lesson demonstrate candidate's knowledge of content and content resources;*
- *Candidate's planning demonstrates understanding of key content and concepts in the subject;*
- *Candidate's planning demonstrates understanding of key pedagogical concepts and instructional practices in subject-area;*
- *Candidate's planning demonstrates understanding of how lesson's content and concepts relate to other content and concepts in the subject.*

Component 1b: Demonstrating Knowledge of Student	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate uses resources and materials in lesson that are appropriately challenging;*
- *Candidate considers student's prior academic experiences, skills, and knowledge when planning lessons;*
- *Candidate gathers relevant contextual information about students as part of planning process (e.g. cultural/linguistic diversity, learning styles, developmental considerations, community makeup);*
- *Candidate draws on students' interests, cultural backgrounds, strengths, and needs to inform his/her planning;*
- *When possible, candidate identifies and plans accommodations for students in class who may require different strategies/support (e.g., students with IEPs, ELL's, struggling readers, gifted students).*

Component 1c: Selecting Instructional Goals	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate includes goals for developing academic language essential to mastering content or skill objectives;*
- *The instructional goals articulate exactly what students will be expected to learn, not what they will do;*
- *Candidate chooses goals that are significant for learning in the discipline (or adequately assess the significance of goals chosen for them);*
- *Candidate sets instructional goals that are aligned to prior and future lesson goals and the broader goals of the learning unit;*
- *When appropriate, outcomes are differentiated, in what- ever way is needed, for individual students.*

Component 1e: Designing Coherent Instruction	*1*	*2*	*3*	*4*

Critical Indicators:
- *Resources and materials used in lesson align with learning outcomes;*
- *The candidate matches instructional activities to learning outcomes;*
- *The sequence of learning activities and time allotments support learning outcomes;*
- *Instructional activities provide opportunity for higher-level thinking and permit student choice when appropriate;*
- *The candidate organizes instructional student groups thoughtfully to maximize learning and build on student strengths.*

Component 1f: Designing Student Assessments	*1*	*2*	*3*	*4*

Critical Indicators:
- *Planned assessments include performance expectations with clearly written criteria;*
- *Planned assessments correspond with instructional outcomes;*
- *Plan includes modified assessments for individual students when appropriate;*
- *Plan includes formative assessments designed to inform minute-to-minute decision-making by the teacher during instruction.*

Comments:

Domain 2: The Classroom Environment Directions: After observing lesson and conducting post-observation conference, circle one performance level for each component based on holistic assessment of critical indicators.

Key: 1 = Baseline (candidate meets *few or none* of critical indicators); 2 = Approaching Target (candidate meets *some* critical indicators); 3 = Target (candidate meets *most* critical indicators); 4 = Exceeds Target (candidate meets *all* critical indicators)

Component 2a: Creating an Environment of Respect and Rapport	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate promotes respectful talk, active listening, and turn taking;*
- *Candidate models and promotes politeness and encouragement of students' efforts;*
- *Candidate demonstrates knowledge and caring about students' background and lives outside of the classroom;*
- *Candidate's body language expresses caring, builds rapport with students, and make them feel supported;*
- *Candidate's movement and physical proximity communicates awareness and interest in students' performance;*
- *Candidate demonstrates fairness, appropriate to the diverse needs of the students in the class.*

Component 2b: Establishing a Culture for Learning	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate demonstrates passion for subject and value of what is being learned;*
- *Candidate seeks to create a "community of learners" where students display/ support intellectual curiosity and risk-taking;*
- *Candidate expects and recognizes effort and persistence on the part of students;*
- *Candidate expects high quality work and provides models and criteria for producing it;*
- *Candidate encourages student's to take responsibility for their own learning by independently assessing the quality of their thinking and work and initiating improvement.*

Component 2c: Managing Classroom Procedures	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate has instructional materials ready and readily available to students so they can access and return them efficiently;*
- *Candidate monitors time and helps students monitor it independently;*
- ***Candidate provides students with advance notice before transitions so they have time to shift gears;***
- *Candidate prepares students for independent/group work through thorough explanation and review of procedures;*
- *Candidate has meaningful supplemental work ready for students who finish tasks early.*

Component 2d: Managing Student Behavior	*1*	*2*	*3*	*4*

Critical Indicators
- *Candidate clearly and assertively communicates expectations;*
- *Candidate consistently monitors level of attention and engagement across classroom;*
- *Candidate monitors and responds to the behavior of all students;*
- *Candidate employ strategies to effectively refocus attention when necessary;*
- *Candidate deals with disruptions and off-task behavior quickly, directly, privately when possible, and with the minimum it takes to get the students back on track;*
- *Candidate employs behavior management strategies that are appropriate for the circumstances and student.*

Component 2e: Organizing Physical Space	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate monitors all activities in the classroom to ensure the safety of students;*
- *Candidate ensures that physical space is organized so that all students can see, hear, and participate in learning activities;*
- *Candidate has considered how to maximize or when possible change physical space so as to align it with the instructional objectives of the lesson;*
- *Candidate implements procedures to create a safe environment that include procedures for the care, use and storage of equipment and materials.*

Comments:

Domain 3: Instruction Directions: After observing lesson and conducting post-observation conference, circle one performance level for each component based on holistic assessment of critical indicators.

Key: 1 = Baseline (candidate meets *few or none* of critical indicators); 2 = Approaching Target (candidate meets *some* critical indicators); 3 = Target (candidate meets *most* critical indicators); 4 = Exceeds Target (candidate meets *all* critical indicators)

Component 3a: Communicating with Students	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate's purpose for the lesson is clear, including where the lesson is situated within broader learning, and/or how it is linked to students' interests;*
- *Candidate provides clear directions and procedures specific to lesson activities, and anticipates possible misunderstandings;*
- *Candidate's explanation of content is appropriate, absent of errors, and connects with students' knowledge and experience;*
- *Candidate's spoken language is correct, expressive and uses phrases and terms that expand student's vocabulary while supporting student's understanding of concepts and content.*

Component 3b: Using Questioning and Discussion Techniques	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate structures questions to engage various types of thinking (recall, summary inference) including ones of high cognitive challenge (synthesis, evaluation) and provides adequate time for students to respond;*
- *Candidate effectively uses students' responses and ideas;*
- *Candidate invites students to formulate questions when appropriate;*
- *Candidate creates a genuine discussion among students, stepping aside when appropriate;*
- *Candidate seeks to engage all students in the discussion.*

Component 3c: Engaging Students in Learning	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate strives to generate enthusiasm for and interest in learning topics and tasks;*
- *Candidate limits teacher-talk to ensure that students spend ample time in lessons actively practicing and applying skills and knowledge;*
- *Candidate takes steps to motivate students to work on all tasks and persist even when the tasks are challenging;*
- *Candidate paces lesson to ensure maximum engagement: neither dragging nor rushed, with time for closure and student reflection.*

Component 3d: Using Assessment in Instruction	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate pays close attention to evidence of student understanding;*
- *Candidate utilizes purposeful questions and tasks to elicit evidence of student understanding;*
- *Candidate circulates to monitor student learning and to offer feedback;*
- *Candidate takes steps to understand students' process of learning, not just the extent of their learning;*
- *Candidate takes steps towards having students assess their own learning.*

Component 3e: Demonstrating flexibility and responsiveness	*1*	*2*	*3*	*4*

Critical Indicators:
- *In reflecting on lesson, candidate accurately identifies students who struggled to meet learning outcomes and offers specific reasonable follow-up steps for helping them succeed;*
- *In reflecting on lesson, the candidate accurately assesses strengths and weaknesses of planning and instruction and offers alternative actions for improving them;*
- *Candidate seizes on "teachable moments" during lesson;*
- *Candidate adjusts instruction in response to evidence of student understanding (or lack of it);*
- *In reflecting on lesson, the candidate accurately assesses strengths and weaknesses of classroom environment and offers alternative actions for improving it.*

Comments:

Domain 4:   Final evaluation

Directions: After observing lesson and conducting post-observation conference, circle one performance level for each component based on holistic assessment of critical indicators.

Key: 1 = Baseline (candidate meets *few or none* of critical indicators); 2 = Approaching Target (candidate meets *some* critical indicators); 3 = Target (candidate meets *most* critical indicators); 4 = Exceeds Target (candidate meets *all* critical indicators)

*Component 4a***: *Reflecting on Teaching*	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate made insightful reflections on completed lessons ;*
- *Candidate used insights gained from thoughtful reflection on lessons to improve planning and instruction ;*
- *Candidate welcomed and actively reflected on feedback received from the cooperating teacher(s) and supervisor and used this reflection constructively to improve planning and instruction.*

Component 4b: Participating in a Professional Community	*1*	*2*	*3*	*4*

Candidate demonstrated respect and a collaborative spirit towards the faculty and staff members in his or her field site by engaging in the following actions:
- *Candidate made a concerted effort to learn classroom and school wide policies, acted in compliance with these policies and encouraged students to do so as well ;*
- *Candidate responded constructively to any conflicts and disagreements with school faculty and staff ;*
- *Candidate demonstrated an interest in participating in school events and on-site professional development activities ;*
- *Candidate demonstrated an interest in participating in grade-level planning meetings and actively participated when invited.*

Component 4c: **Being a Professional**	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate was punctual and notified the cooperating teacher and supervisor in a timely way when an absence or lateness was unavoidable ;*
- *Candidate's interactions with students and school faculty demonstrated high standards of honesty, integrity and confidentiality ;*
- *Candidate recognized and maintained age-appropriate boundaries in interactions with students ;*
- *Candidate's dress and appearance were consistently appropriate for a school setting;*
- *Candidate prioritized student's education and well-being in all considerations of their practice.*

Component 4d: **Growing and Developing Professionally**	*1*	*2*	*3*	*4*

Critical Indicators:
- *Candidate demonstrated commitment to enhancing content and pedagogical content knowledge by engaging in the following actions;*
- *Candidate sought to address gaps in knowledge by actively reviewing the classroom curriculum and available classroom and community resources;*
- *Candidate sought to inform planning and instructional decision-making through research/literature, participation in professional organizations and, where possible, school-level network/cluster professional development sessions;*
- *Candidate demonstrated growth in assertiveness in planning, instruction and interactions.*

Comments:

Part V. Evaluation of the lesson based upon the program standards.

Key: 1 = Baseline (candidate meets *few or none* of critical indicators); 2 = Approaching Target (candidate meets *some* critical indicators); 3 = Target (candidate meets *most* critical indicators); 4 = Exceeds Target (candidate meets *all* critical indicators; NO=Not observed)

The student teacher demonstrated the ability to address National Council for the Social Studies (NCSS) standards relevant to the lesson. In this lesson, the student teacher effectively addressed the following standards and impacted student learning in reference to them (check all that apply):

V.1 ___ Guided learners in the study of culture and cultural diversity. (NCSS 1.1).
V.2 ___ Guided learners in the study of time, continuity, and change (NCSS 1.2).
V.3 ___ Guided learners in the study of people, places, and environments. (NCSS 1.3).
V.4 ___ Guided learners in the study of individual development and identity. (NCSS 1.4).
V.5 ___ Guided learners in the study of individuals, groups, and institutions. (NCSS 1.5).
V.6 ___ Guided learners in the study of power, authority, and governance. (NCSS 1.6).
V.7 ___ Guided learners in the study of how people organize for the production, distribution, and consumption of goods and services. (NCSS 1.7).
V.8 ___ Guided learners in the study of science and technology. (NCSS 1.8).
V.9 ___ Guided learners in the study of global connections and interdependence. (NCSS 1.9).
V.10 ___ Guided learners in the study of civic ideals and practices. (NCSS 1.10).