

Concordia University Appraisal of Classroom Teaching - EC-6 SOCIAL STUDIES

DIRECTIONS: This instrument is used to evaluate the teacher candidate's performance as he/she teaches a 45-60 minute lesson.
Mark the box to rate the student teacher's performance for each item using the following scale.

Observation Report (all fields required):

Observation _____ of _____

*Candidate's Name

*Observer's Name

☐

Mentor Teacher

☐

University Supervisor

*Campus Name

*Beginning Date of Internship (xx/xx/xxxx)

*Date of Observation (xx/xx/xxxx)

*Beginning Time (hour and minutes) (xx:xx)

*Ending Time (hour and minutes) (xx:xx)

Lesson Information

Fill in the information for the lesson observed.

*Subject area(s):

*Topic of lesson:

*Grade level:

Performance Indicator Ratings:

Exceptional (90-100): The candidate's performance is exceptionally strong on this criterion.

Above Average (80-89): The candidate's performance is consistent and competent on this criterion.

Satisfactory (70-79): The candidate's performance evidences awareness and application of this criterion.

Below Average (60-69): The candidate's performance is weak or inconsistent on this criterion.

Needs Improvement (<59): The candidate's performance must improve to be competent on this criterion.

Not Observed: The criterion is not observed during the course of the lesson.

***I. Designing Instruction and Assessment to Promote Student Learning**

A) Students

Criterion	Performance Rating (Please choose only one per row)					
	Not Observed	Needs Improvement	Below Average	Satisfactory	Above Average	Exceptional
The beginning teacher is able to:						
Plan lessons that reflect an understanding of students' developmental characteristics and needs	☐	☐	☐	☐	☐	☐
Adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners	☐	☐	☐	☐	☐	☐
Use effective approaches to address varied student learning needs and preferences	☐	☐	☐	☐	☐	☐
Plan instruction that motivates students to want to learn and achieve	☐	☐	☐	☐	☐	☐
Acknowledge and respect cultural and socioeconomic differences among students when planning instruction	☐	☐	☐	☐	☐	☐

B) Content and Pedagogy

Use the Texas Essential Knowledge and Skills (TEKS) to plan instruction	☐	☐	☐	☐	☐	☐
Exhibit appropriate knowledge of a subject to promote student learning	☐	☐	☐	☐	☐	☐
Demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content	☐	☐	☐	☐	☐	☐
Plan instruction that reflects an understanding of important prerequisite relationships	☐	☐	☐	☐	☐	☐
Plan instruction that makes connections within the discipline and across disciplines	☐	☐	☐	☐	☐	☐
Use a variety of pedagogical techniques to convey information and teach skills	☐	☐	☐	☐	☐	☐

C) Selection of Instructional Goals and Objectives

Develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate	☐	☐	☐	☐	☐	☐
Develop instructional goals and objectives that are able to be assessed	☐	☐	☐	☐	☐	☐
Develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests	☐	☐	☐	☐	☐	☐
Develop instructional goals and objectives that reflect different types of student learning and skills	☐	☐	☐	☐	☐	☐

D) Resources

The beginning teacher is able to:	Not Observed	Needs Improvement	Below Average	Satisfactory	Above Average	Exceptional
Use various types of materials and other resources to aid in preparing and implementing instruction	☐	☐	☐	☐	☐	☐
Use technological tools to promote learning and expand instructional options	☐	☐	☐	☐	☐	☐
Use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities	☐	☐	☐	☐	☐	☐

E) Designing Coherent Instruction

Plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS	☐	☐	☐	☐	☐	☐
Select instructional resources that support instructional goals, enhance student achievement, and engage students in learning	☐	☐	☐	☐	☐	☐
Use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives	☐	☐	☐	☐	☐	☐
Allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure	☐	☐	☐	☐	☐	☐
Provide students with opportunities to explore content from many perspectives	☐	☐	☐	☐	☐	☐

F) Assessment of Student Learning

Use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives	☐	☐	☐	☐	☐	☐
Communicate assessment criteria and standards to students	☐	☐	☐	☐	☐	☐
Design assessments, where appropriate, that reflect real-world applications of knowledge and understanding	☐	☐	☐	☐	☐	☐
Promote students' use of self-monitoring and self-assessment	☐	☐	☐	☐	☐	☐
Analyze assessment results to aid in determining students' strengths and needs	☐	☐	☐	☐	☐	☐
Use assessment results to help plan instruction for groups of students or individuals	☐	☐	☐	☐	☐	☐

II. Creating a Positive, Productive Classroom Environment*A) Creating an Environment of Respect and Rapport**

Interact with students in ways that reflect support and show respect for all students	☐	☐	☐	☐	☐	☐
Use strategies to ensure that interactions among students are polite, respectful, and cooperative	☐	☐	☐	☐	☐	☐
Use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning	☐	☐	☐	☐	☐	☐

B) Establishing an Environment for Learning and Excellence

The beginning teacher is able to:	Not Observed	Needs Improvement	Below Average	Satisfactory	Above Average	Exceptional
Communicate to all students the importance of instructional content and the expectation of high-quality work	☐	☐	☐	☐	☐	☐
Ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student	☐	☐	☐	☐	☐	☐

C) Managing Classroom Procedures

Establish classroom rules and procedures to promote an organized and productive learning environment	☐	☐	☐	☐	☐	☐
Organize and manage groups to ensure that students work together cooperatively and productively	☐	☐	☐	☐	☐	☐
Schedule activities and manage class time in ways that maximize student learning	☐	☐	☐	☐	☐	☐
Manage transitions to maximize instructional time	☐	☐	☐	☐	☐	☐
Implement routines and procedures for the effective management of materials, supplies, and technology	☐	☐	☐	☐	☐	☐
Coordinate the performance of noninstructional duties with instructional activities	☐	☐	☐	☐	☐	☐
Monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures	☐	☐	☐	☐	☐	☐
Use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness	☐	☐	☐	☐	☐	☐

D) Managing Student Behavior

Communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior	☐	☐	☐	☐	☐	☐
Consistently enforce standards and expectations for student behavior and ethical work habits	☐	☐	☐	☐	☐	☐
Encourage students to maintain ethical work standards and monitor their own behavior	☐	☐	☐	☐	☐	☐
Use effective methods and procedures for monitoring and responding to positive and negative student behaviors	☐	☐	☐	☐	☐	☐

E) Maintaining a Physical and Emotional Environment that is Safe and Productive

Organize the physical environment to facilitate learning	☐	☐	☐	☐	☐	☐
Create a safe and inclusive classroom environment	☐	☐	☐	☐	☐	☐
Use effective strategies for creating and maintaining a positive classroom environment	☐	☐	☐	☐	☐	☐
Respect students' rights and dignity	☐	☐	☐	☐	☐	☐

*III. Implementing Effective, Responsive Instruction and Assessment

A) Communication

The beginning teacher is able to:	Not Observed	Needs Improvement	Below Average	Satisfactory	Above Average	Exceptional
Communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing	☐	☐	☐	☐	☐	☐
Use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students	☐	☐	☐	☐	☐	☐
Use spoken and written language that is appropriate to students' ages, interests, and backgrounds	☐	☐	☐	☐	☐	☐
Use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions	☐	☐	☐	☐	☐	☐
Use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities	☐	☐	☐	☐	☐	☐
Apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge	☐	☐	☐	☐	☐	☐

B) Engaging Students in Learning

Create lessons with a clearly defined structure around which activities are organized	☐	☐	☐	☐	☐	☐
Create activities and assignments that are appropriate for students and that actively engage them in the learning process	☐	☐	☐	☐	☐	☐
Select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively	☐	☐	☐	☐	☐	☐
Represent content effectively and in ways that link with students' prior knowledge and experience	☐	☐	☐	☐	☐	☐
Use flexible grouping to promote productive student interactions and enhance learning	☐	☐	☐	☐	☐	☐
Pace lessons appropriately and flexibly in response to student needs	☐	☐	☐	☐	☐	☐
Engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process	☐	☐	☐	☐	☐	☐
Encourage students' self-motivation and active engagement in learning	☐	☐	☐	☐	☐	☐

C) Providing Feedback to Students

Use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific	☐	☐	☐	☐	☐	☐
Promote students' ability to use feedback to guide and enhance their learning	☐	☐	☐	☐	☐	☐
Base feedback on high expectations for student learning	☐	☐	☐	☐	☐	☐

D) Demonstrating Flexibility and Responsiveness

The beginning teacher is able to:	Not Observed	Needs Improvement	Below Average	Satisfactory	Above Average	Exceptional
Respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity	☐	☐	☐	☐	☐	☐
Adjust instruction based on ongoing assessment of student understanding	☐	☐	☐	☐	☐	☐
Use alternative instructional approaches to ensure that all students learn and succeed	☐	☐	☐	☐	☐	☐

IV. Fulfilling Professional Roles and Responsibilities*A) Interacting and Communicating with Families**

Interact appropriately with families that have diverse characteristics, backgrounds and needs	☐	☐	☐	☐	☐	☐
Apply procedures for conducting effective parent-teacher conferences	☐	☐	☐	☐	☐	☐
Communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns	☐	☐	☐	☐	☐	☐
Engage families in their children's education and in various aspects of the instructional program	☐	☐	☐	☐	☐	☐

B) Interacting with Other Educators and Contributing to the School and District

Maintain supportive and cooperative relationships with colleagues	☐	☐	☐	☐	☐	☐
Engage in collaborative decision making and problem solving with other educators to support students' learning and well-being	☐	☐	☐	☐	☐	☐
Work productively with supervisors and mentors to address issues and enhance professional skills and knowledge	☐	☐	☐	☐	☐	☐
Communicate effectively and appropriately with other educators in varied contexts	☐	☐	☐	☐	☐	☐
Collaborate professionally with other members of the school community to achieve school and district educational goals	☐	☐	☐	☐	☐	☐
Participate in decision making, problem solving, and sharing ideas and expertise	☐	☐	☐	☐	☐	☐
Assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).	☐	☐	☐	☐	☐	☐

C) Continuing Professional Development

The beginning teacher is able to:	Not Observed	Needs Improvement	Below Average	Satisfactory	Above Average	Exceptional
Participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems)	☐	☐	☐	☐	☐	☐
Enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework)	☐	☐	☐	☐	☐	☐
Use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals	☐	☐	☐	☐	☐	☐
Use appropriate resources and support systems inside and outside the school to address professional development needs	☐	☐	☐	☐	☐	☐

D) Legal and Ethical Requirements and the Structure of Education in Texas

Use knowledge of legal and ethical guidelines to guide behavior in education related situations	☐	☐	☐	☐	☐	☐
Serve as an advocate for students and the profession	☐	☐	☐	☐	☐	☐
Maintain accurate records	☐	☐	☐	☐	☐	☐
Use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues	☐	☐	☐	☐	☐	☐

***V. CONTENT PEDAGOGY: EC-6 Social Studies**

The beginning teacher understands and applies:	Not Observed	Needs Improvement	Below Average	Satisfactory	Above Average	Exceptional
(Social Science Instruction) Social science knowledge and skills to plan, organize and implement instruction and assess learning	☐	☐	☐	☐	☐	☐
(History) Knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS)	☐	☐	☐	☐	☐	☐
(Geography and Culture) Knowledge of geographic relationships involving people, places and environments in Texas, the United States and the World; and also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS)	☐	☐	☐	☐	☐	☐
(Economics) Knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services	☐	☐	☐	☐	☐	☐
(Government and Citizenship) Knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems	☐	☐	☐	☐	☐	☐

Overall Comments (Justify Comments Appropriately):

*Field Supervisor Comments and Recommendations

*By typing/signing your name in this box, you indicate that you provided interactive feedback time to the candidate following this classroom observation.

☐

Mentor Teacher

☐

University Supervisor

Administrator's Signature

Teacher Candidate's Signature