

# 2023 Secondary History Observation Form

School	<input type="checkbox"/> LGMS <input type="checkbox"/> PHMS <input type="checkbox"/> OCHS
Teacher Last Name	
Collab Teacher Last Name (if applicable)	
Observer Last Name	
Grade Level	<input type="checkbox"/> Multi-grade Classroom <input type="checkbox"/> 6th Grade <input type="checkbox"/> 7th Grade <input type="checkbox"/> 8th Grade <input type="checkbox"/> 9th Grade <input type="checkbox"/> 10th Grade <input type="checkbox"/> 11th Grade <input type="checkbox"/> 12th Grade
Start Time	
Classroom Type	<input type="checkbox"/> General <input type="checkbox"/> SPED Collab Class <input type="checkbox"/> ELL Cluster <input type="checkbox"/> Self-Contained SPED <input type="checkbox"/> Gifted Cluster <input type="checkbox"/> Other:
<b>Standards Alignment</b>	
<p>Alignment of the content and rigor outlined in the division curriculum is critical for effective History instruction.</p> <p>The expectation is that teachers in your school post an Learning Intention, review it to ensure that it aligns with content and cognitive curriculum expectations.</p>	
Learning Intentions/Success Criteria	<input type="checkbox"/> Learning intentions posted <input type="checkbox"/> Learning intentions are clear to students <input type="checkbox"/> Learning intentions are aligned to lesson activities <input type="checkbox"/> Not Observed
Learning Intentions Notes	
Success Criteria	<input type="checkbox"/> Success criteria posted <input type="checkbox"/> Success criteria are clear to students <input type="checkbox"/> Success criteria are aligned to lesson activities



	<input type="checkbox"/> Not Observed
Success Criteria Notes	
<b>Standard Alignment: The lesson meets the expectations of the standards.</b>	
The instruction of the lesson meets the expectations of the standards.	<input type="checkbox"/> Lesson fully meets or is fully aligned <input type="checkbox"/> Lesson partially meets or is partially aligned <input type="checkbox"/> Lesson does not meet or is not aligned
The activities, materials, and/or tasks align to the expectations of the standards.	<input type="checkbox"/> Lesson fully meets or is fully aligned <input type="checkbox"/> Lesson partially meets or is partially aligned <input type="checkbox"/> Lesson does not meet or is not aligned
Notes	
<b>Student Actions</b>	
<p>The study of History must emphasize the historical thinking skills required for responsible citizenship, geographical analysis, and economic decision making. Students will continue to develop and apply these skills as they extend their understanding of the essential knowledge defined by the standards for history and social science.</p>	
<p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <p>(Evidence: Select all that apply and add any additional observations where it indicates other.)</p>	<input type="checkbox"/> selecting and synthesizing evidence from source including but not limited to artifacts primary and secondary sources, charts, graphs, and political cartoons <input type="checkbox"/> contextualizing, corroborating, and evaluating sources for credibility, propaganda, and bias to determine patterns and trends to understand the state, country, or world <input type="checkbox"/> analyzing how political and economic trends influence public policy, using demographic information and other data sources <input type="checkbox"/> applying geographic skills to to determine and predict patterns, trends, and movement of people, places, or events <input type="checkbox"/> analyzing information to create diagrams, tables, charts, graphs, and spreadsheets <input type="checkbox"/> determining the accuracy and validity of information by separating fact and opinion and recognizing bias <input type="checkbox"/> constructing informed, evidence-based arguments from multiple sources <input type="checkbox"/> determining multiple cause-and-effect relationships that impact political and economic events <input type="checkbox"/> taking informed action to address school, community, local, state, national and global issues <input type="checkbox"/> using a decision-making model to analyze and explain the costs and benefits of a specific choice <input type="checkbox"/> applying civic virtue and democratic principles to make collaborative decisions <input type="checkbox"/> defending conclusions orally and in writing to wide a wide range of audiences, using evidence from sources <input type="checkbox"/> engaging and communicating as civil and informed individuals with different perspectives



	<input type="checkbox"/> developing products that reflect an understanding of content <input type="checkbox"/> Other:
<b>Instructional Practices of the Teacher</b>	
Teacher provides structures for students to express understanding and make explicit connections to prior and/or upcoming lessons. <i>(Check all that apply.)</i>	<input type="checkbox"/> Teacher uses questioning strategies to elicit students understanding of the artifacts, documents, maps, charts, graphs, etc. <input type="checkbox"/> Teacher uses multiple strategies throughout instruction to allow students to make connections. <input type="checkbox"/> Teacher provides scaffolds to support all students as they express understanding of the presented material. <input type="checkbox"/> Other:
Teacher lesson(s) design and implementation provides opportunities for students to explain their interpretations, positions, arguments or actions. <i>(Check all that apply.)</i>	<input type="checkbox"/> Opportunity for students to explore core content as they engage with artifacts, primary and secondary sources, geographic or demographic data, etc <input type="checkbox"/> Opportunities for students to use presented information and resources to provide evidence of conceptual understanding <input type="checkbox"/> Teacher integrates questions to prompt student reflection and to have students revise misconceptions <input type="checkbox"/> Direct instruction, as needed, is used to address gaps in student understanding.
Teacher supports students as they engage in analyzing, interpreting, synthesizing, evaluating, and/or constructing meaning. <i>(Check all that apply.)</i>	<input type="checkbox"/> Classroom environment and practices provide safe space for Civil Discourse <input type="checkbox"/> Instruction allows time for Civil Discourse <input type="checkbox"/> Teacher provides scaffolds and support <input type="checkbox"/> Other:
Teacher utilizes <u>feedback</u> to determine students' changes in thinking and builds student understanding through whole class or small group discussion. <i>(Check all that apply.)</i>	<input type="checkbox"/> <i>Check all that apply.</i> <input type="checkbox"/> Teacher asks questions to elevate/prompt student thinking. <input type="checkbox"/> Teacher uses formative assessment strategies to determine misconceptions or gaps in understanding. <input type="checkbox"/> Teacher supports students in the development and revision of models throughout the learning process. <input type="checkbox"/> Teacher uses a variety of strategies to determine student other standing. <input type="checkbox"/> Other:
Notes	
<b>Engagement/Follow-up</b>	
Teacher Engagement	<input type="checkbox"/> Active supervision (scans/interacts) <input type="checkbox"/> Adequate wait time <input type="checkbox"/> Engaging pace <input type="checkbox"/> Limited teacher talk <input type="checkbox"/> Not Observed



Student Engagement	<input type="checkbox"/> Active Student Participation Observed <input type="checkbox"/> Citizenship <input type="checkbox"/> Collaboration <input type="checkbox"/> Communication <input type="checkbox"/> Creativity <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Rigorous <input type="checkbox"/> Relevant <input type="checkbox"/> Not Observed
Follow Up Needed	<input type="checkbox"/> Follow-up observation <input type="checkbox"/> Follow-up meeting <input type="checkbox"/> Other:
Notes	

