

The University of Texas at Dallas
Apprentice Teacher Observation

Field Supervisor: Pam Ellard Campus/ISD: Hudson Middle School/Garland ISD

Clinical Teacher: Helen Arceneaux

Assignment: Honor's 8th Grade Science

Date: 3/27/2017 Start Time: 1:15 End Time: 2:04

Total Time: 49 mins Observation: 1 2 3 4 5 6

IMPLEMENTATION

Indicator:

3.1 The teacher used questioning strategies to develop skills and facilitate interaction with students.

Evidence: The students were studying speed, velocity and acceleration. The students were to work in small groups to create and build a bristle bot. The goal was to have the "creature" move 2-3 feet in a straight motion using balance in their design. The class spent the entire time working on the bots and making trial runs before readjusting each time. As the students worked in small groups, Ms. Arceneaux circulated to each group, asking the team a series of questions to make them think about how they built their bot and the effect it had on balance. The groups would respond to the questions together.

3.2 The teacher's questioning strategies developed student conceptual understanding of important mathematics or science content (e.g. emphasizing higher order questions, appropriately using "wait time," exploring incorrect answers).

Evidence: Because the students were exploring the idea of balanced/unbalanced effect on motion, the questions posed by the teacher were important to help them find a connection between their design and how it ran. The questions posed were to help the students build conceptual understanding of how the attachments could and could not set the bot in the appropriate motion. Wait time was used to enable thinking. As students speculated on various answers, the teacher continued to probe for better understanding.

3.3 The teacher involved all students in the lesson (calling on non-volunteers, facilitating student-student interaction, checking in with hesitant learners, etc.).

Evidence: Students were tasked in their groups for all to take a part. All groups collaborated with the exception of one group. She constantly was moving from one lab station to another, making sure all were working as a group and able to make progress on their experiment.

3.4 The teacher used formative assessment effectively to be aware of the progress of all students.

Evidence: The teacher was constantly aware of how the groups were doing and could use questioning to help move them forward in the experiment.

3.5 The teacher modified the lesson appropriately when formative assessment demonstrated that students did not understand.

Evidence: To begin class, Ms. Arceneaux gave very clear and explicit directions for the lab. She went over the points in a powerpoint before moving the students to their lab stations. The students had the same directions on paper, but by emphasizing the directions and goals beforehand, the students began to work immediately and had fewer problems starting. This modification before the lab made the lesson go much smoother.

3.6 An appropriate amount of time was devoted to each part of the lesson.

Evidence: The objective was made clear at the beginning of class, the students had plenty of time to work on their project but don't forget to leave time at the end of class for some type of closure.

3.7 The instructional strategies and activities used in this lesson clearly connected to students' prior knowledge and experience.
Evidence: Because the students had been working on speed, velocity, acceleration, and balance, this was a way the students could take abstract ideas and put them to use in a concrete way.

3.8 The teacher's instructional strategies included safe, environmentally appropriate, and ethical implementation of laboratory procedures and/or classroom activities.

Evidence: The labs were ready for the students to begin work and the students knew their task. The teacher has made it very clear as to what to do so all ran smoothly. The structure of all the classes make it a safe and organized environment.

OVERALL RATING FOR IMPLEMENTATION (CIRCLE ONE NUMBER)

Very poor lesson implementation	Poor lesson implementation	Adequate lesson implementation	Good lesson implementation	Excellent lesson implementation
UNSATISFACTORY	BEGINNING COMPETENT	COMPETENT		ADVANCED COMPETENT
0	1	2	3	4

Comments: This was an excellent lesson and well planned with the exception of a clear ending. Time at the end could have been used to discuss what the students learned about the experiment.

CLASSROOM MANAGEMENT TIP (TRY THIS!): BE MORE AGGRESSIVE WITH THE YOUNG MEN WHO WERE NOT WORKING WELL. MAKE SURE YOU ADDRESS THEM FROM THE BEGINNING.

FIELD FOLDER: PROVIDED AND COMPLETE