

**The University of Texas at Dallas**  
**Apprentice Teacher Observation**

Field Supervisor: Pam Ellard Campus/ISD: Hudson MS/Garland ISD

Clinical Teacher: Helen Arceneaux

Assignment: Honors 8<sup>th</sup> Grade Science

Date: 2/17/2017 Start Time: 1:15 End Time: 2:04

Total Time: 49 min Observation:           1   2   **3**   4   5   6

<b>CLASSROOM ENVIRONMENT</b>	
<b>Indicator</b>	
<b>1.1</b> The classroom environment encouraged <b>students</b> to generate ideas, questions, conjectures, and/or propositions that reflected engagement or exploration with important mathematics and science concepts.	
<b>Evidence:</b> Mrs. Arceneaux teaches by asking questions of the students, trying to raise their curiosity. Several students asked questions about the video of the underwater diver who was being moved by the water currents. She makes choices on her content to generate interest.	
<b>1.2</b> Interactions reflected collegial working relationships <b>among students</b> . (e.g. students worked together productively and talked with each other about the lesson).	
<b>Evidence:</b> Although students were having trouble starting the water current maps at the beginning because they failed to read the directions carefully, with the help of the teacher they were able to understand and then work with each other to fill out the map.	
<b>1.3</b> Based on conversations, interactions with the teacher, and/or work samples, students were intellectually engaged with important ideas relevant to the focus of the lesson.	
<b>Evidence:</b> Students were having some problems with the water current maps because they were not reading the instructions before they started working. Mrs. Arceneaux circulated to the table groups to get them on track.	
<b>1.4</b> The majority of students (visible/audible on camera feeds) were on task throughout the class.	
<b>Evidence:</b> 100% of the students completed their warm up, watched a short video which the teacher narrated as it went along, and then all the students worked on their water current maps.	
<b>1.5</b> The teacher's classroom management strategies enhanced the classroom environment.	
<b>Evidence:</b> The routine in the lessons creates a very controlled environment that gives the 8th graders structure. Mrs. Arceneaux is very welcoming and gives very clear directions. Occasionally a student will need to be redirected, but she does it in a way as not to call attention to it.	
<b>1.6</b> The classroom is organized appropriately such that students can work in groups easily, get to lab materials as needed, teacher can move to each student of student group, etc.	
<b>Evidence:</b> The students know routine. They enter the room in an orderly manner, begin the warm-up and turn it in to the appropriate file draw. Students sit at assigned table/desk groups of 3 to 4 students. They are used to working together so when group work begins, they feel safe working with the group. Mrs. Arceneaux can easily move around the room working with the various groups.	
<b>1.7</b> The classroom environment established by the teacher reflected attention to issues of access, equity, and diversity for students	

(e.g. cooperative learning, language-appropriate strategies and materials, attentiveness to student needs).

**Evidence:** Materials are organized so students can easily retrieve them--i.e., map pencils, worksheets, highlighters. One student from each table group collects the supplies for the table, preventing having all the students up and around. Mrs. Arceneaux was aware that one group would have more challenges so she checked on the other groups first and then sat at the group who needed her help the most last. She could still see the entire class but could give full attention to the needier group.

**OVERALL RATING FOR CLASSROOM ENVIRONMENT (CIRCLE ONE NUMBER)**

Classroom culture is <b>non</b> -interactive or <b>non</b> -productive	Classroom culture is productive and interactive only <b>occasionally</b>	Classroom culture is <b>adequately</b> productive and interactive	Classroom culture is <b>often</b> productive and interactive, with some collegial interactions	Classroom culture is <b>consistently</b> collegial, interactive, and productive
UNSATISFACTORY	BEGINNING COMPETENT	COMPETENT		ADVANCED COMPETENT
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Comments:** MRS. ARCENEUX IS WORKING ON HER ELEMENTARY VOICE TO ADJUST TO THE OLDER STUDENTS. ALTHOUGH HER PACING MIGHT BE A BIT SLOW, VERY DIRECT AND PRECISE INSTRUCTION AVOIDS CONFUSION FOR THE STUDENTS. MRS. ARCENEUX IS ALWAYS PREPARED AND IS VERY KNOWLEDGEABLE IN HER SUBJECT AREA. HER LOVE OF THE SUBJECT COMES ACROSS IN HER TEACHING.

**CLASSROOM MANAGEMENT TIP (TRY THIS!):** OVERALL MANAGEMENT IS VERY GOOD. CONTINUE TO USE ROUTINES AND CLEAR DIRECTIONS.

**FIELD FOLDER: COMPLETE AND PROVIDED**