CLINICAL TEACHER :	**HELEN ARCENEAUX**
FIELD SUPERVISOR :	**PAM ELLARD**
EVALUATION:	**MID-TERM SPRING 2017**
CONTENT/LEVEL:	**Honor's 8th Grade Science**

Rating Scale
0= UNSATISFACTORY
Not observed at all/ Not demonstrated at all
1= BEGNNING COMPETENT
Observed rarely/ Demonstrated poorly
2= COMPETENT
Observed an adequate amount/ Demonstrated adequately
3= COMPETENT
Observed often/ Demonstrated well
4= ADVANCED COMPETENT
Observed to a great extent/ Demonstrated to a great extent

Classroom Environment

1.1 The classroom environment encourages students to generate ideas, questions, conjectures, and/or propositions that reflect engagement or exploration with important mathematics and science concepts.

U	BC	C		AC
0	1	2	**3**	4

Evidence: Mrs. Arceneaux provides an environment that encourages and allows students to question and add comments. The lessons are designed whether in a lab or at their seats to help them think more critically.
Think about these points in critical thinking—valuing inquisitiveness and alternative points of view, using logical reasoning to create and support arguments, and examining our own beliefs but being able to change them in light of compelling new data. A technique that might be used for student responses is the follow-up "because." The student must think, "I know this to be true *because*. This forces the student to think deeper in response to his/her answers. To encourage students to make propositions, conjectures and ask questions, preplanned open-ended questions would be more appropriate. If the unit is centered on an essential question, it will provide many opportunities during the unit for students to make connections to both the content and to real world experiences.

1.2 Interactions reflect collegial working relationships among students. (e.g. students work together productively and talk with each other about the lesson).

U	BC	C		AC
0	1	2	**3**	4

Evidence: Daily opportunities are given for the students to work together. Students talk to one another in answering questions, working on various types of maps, or doing lab groups. The Honor's classes are very willing to participate in the collaborative groups. The on level class also feels comfortable discussing and working together

1.3 Based on conversations, interactions with the teacher, and/or work samples, students are intellectually engaged with important ideas relevant to the focus of the lesson.

U	BC	C		AC
0	1	2	**3**	4

Evidence: Because the class is so well structured, it is difficult for students not to be engaged. The students have a working science journal to keep all handouts and to use as a reference when needed. Mrs. Arceneaux tries to work in interesting facts and questions whenever possible.

1.4 The majority of students (visible/audible on camera feeds) are on task throughout the class.

U	BC	C		AC
0	1	2	**3**	**4**

Evidence: Almost 100% of the students are on task from the minute they walk in the door. They know the routine, instructions are on the board. Lecture time is limited so students can apply what they are learning with each other. When a student becomes "distracted" he or she is quickly redirected with little effort.

1.5 The teacher's classroom management strategies enhance the classroom environment.

U	BC	C		AC
0	1	2	**3**	**4**

Evidence: The classes have a very structured routine. Mrs. Arceneaux has continued with the management strategies. Students are welcomed to class and know to pick up papers, turn in papers to an appropriate file, and begin the day's warm up. The objective of the lesson is written on the board and a student must read what is expected of them to do. Mrs Arceneaux chooses to handle small discipline issues privately so as not to take unnecessary class time.

1.6 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.

U	BC	C		AC
0	1	2	3	4

Evidence: The classroom is large enough for a lab set-up on one side and desks arranged in groups of 4 on the other side. Materials are readily available when students walk into the room or go to a lab setting. The back of the room has supplies—highlighters, map colors, glue sticks, scissors, etc. accessible to the students when needed. A file draw is dedicated to each class period to hand in work. The teacher can easily move from station to station to support the needs of the students.

1.7 The classroom environment established by the teacher reflects attention to issues of access, equity, and diversity for students (e.g. cooperative learning, language-appropriate strategies and materials, attentiveness to student needs).

U	BC	C		AC
0	1	2	3	4

Evidence: Having students grouped allows a balance of students who have various abilities. Because the majority of the class time is spent with students collaborating, it is easier for a student who has some difficulty to listen to others in the group or ask questions. The science journal is another way to support all students. It organizes their material and serves as a reference book and a study guide. When Mrs. Arceneaux is visiting the groups, she can actually spend more time with a group that is having more trouble.

2.1 The lessons are well organized and structured (e.g. the objectives of the lesson were clear to students, and the sequence of the lesson was structured to build understanding and maintain a sense of purpose).

U	BC	C		AC
0	1	2	3	4

Evidence: The objective is written on the board along with what the student is expected to know, but more care needs to go into establishing the "what" and "why" of the lesson. It is critical that students know exactly what they are leaning and why they are learning it before instruction begins. The "what" refers to the learning objective. Because the TEKS can be rather broad, it is imperative to unpack the TEK. Be able to tell the students exactly what is in the TEK that they will be learning. The "why" refers to the purpose of the lesson. Why is it relevant? Why is it important? Carefully crafted questions to prompt student thinking can also be included in this brief introduction. These questions could be used to discuss with their table groups–not asked to a specific student ,in the class. Lectures are usually short and to the point. Students have opportunities to work in groups. Time needs to be earmarked for a strong ending. This is the last thing students hear and perhaps what they remember best. The activities are varied and support what the students are learning.

2.2 The structure of the lessons allows students to engage with or explore important concepts in mathematics or science (instead of focusing on techniques that may only be useful on exams).

U	BC	C		AC
0	1	2	3	4

Evidence: This is a state tested subject so more time might be spent on an area that requires more emphasis for the test. Sometimes another area might be cut short, because it will not be allotted as many questions on the test. But the class is not a "kill and drill" class. Students are given ample time for labs and making charts and maps. Emphasis is always placed on knowing general science and how this will be applicable to the higher level sciences later on

2.3 The structure of the lessons includes opportunities for the instructor to gauge student understanding.

U	BC	C	AC

0	1	2	3	4

Evidence: The teacher has access to homework and quizzes outside of class but has plenty of time to visit with small groups of students while they are working. A suggestion would be to use such things as Kahoots or Quiziz to get immediate feedback from the students. It would also give the teacher needed information on whether a concept is being comprehended by the entire class. Exit slips are also useful and helps students refocus on the bigger objective.

2.4 The lessons include an investigative or problem-based approach to important concepts in mathematics or science.

U	BC	C		AC
0	1	2	3	4

Evidence: The labs are more investigative by nature, but group work also offers opportunities for students to learn. Perhaps the honors classes could do more project based activities at times.

2.5 The teacher obtains and employs resources appropriate for the lesson.

U	BC	C		AC
0	1	2	3	4

Evidence: Resources are always available and accessible for the students. Videos, gallery walk, labs, etc. are used with thought put into them.

2.6 The teacher is critical and reflective about his/her practice after the lesson, recognizing the strengths and weaknesses of their instruction.

U	BC	C		AC
0	1	2	3	4

Evidence: Mrs. Arceneaux is very reflective of her lessons. She is eager to talk about them and receive feedback. She thinks how the lesson in going and makes changes when necessary. This is the sign of a very good teacher getting better.

Implementation

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

U	BC	C		AC
0	1	2	3	4

Evidence: Questions are used frequently by calling on **individual** students, but keep thinking of ways to involve all students in answering questions. If only one student at a time responds then the remainder of the class can shut down. Remember questions to involve all students must be planned prior to the lesson and emphasis must be placed on getting interaction from the students. To get the most out of questioning, think about the following quotes: "Most students believe teachers ask questions to get the right answer (the teacher's answer)–so they stop thinking if a "right" answer doesn't immediately come to mind." *Walsh and Sattes.* Teachers questions are often aimed at getting the student to demonstrate his knowledge, rather than to engage in a chat that's interesting to both parties–teacher to student or student to student." *Engel.* "Because imitation is a powerful form of learning, much of what students learn about questioning and problem-posing is a result of the teacher modeling." *Costa and Kallick.* "I want students to seek information and articulate their confusion. I don't want them repeating information that everyone already knows–what a waste of time." *Tovani.*

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

U	BC	C	AC

0	1	2	3	4

Evidence: : Questioning is an art form that must be structured. Most questions asked students are basic recall questions. Remember questions should come from all cognitive levels. All levels are necessary but the Level One or recall level is used the most without taking students to higher levels. This level involves listing, naming, defining, etc. These would be the facts necessary to support higher level thinking. Level Two is processing the data. For example it involves comparing, organizing, summarizing, sequencing, analyzing, and estimating. Level Three, the output of concepts requires students to think more abstractly—to synthesize information from multiple sources, to generalize and transfer knowledge from one domain to solve problems in another, and to apply what they've synthesized in new and novel situations. Tasks include prediction, application, creation and evaluation.

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

U	BC	C		AC
0	1	2	3	4

Evidence: Mrs. Arceneaux usually calls on volunteers during full class, but due to seating arrangements, students have many opportunities to discuss with each other. Also during group work, the teacher has a chance to visit with students who are more hesitant and who would not readily ask questions with full class discussions.

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

U	BC	C		AC
0	1	2	3	4

Evidence: The teacher has ample opportunities to listen in on group conversations and view the work the students are doing during class. At times it might be helpful to use an exit slip or some programs such as Kahoots or Quizziz to get specific information.

3.5 The teacher modifies the lesson appropriately when formative assessment demonstrates that students did not understand.

U	BC	C		AC
0	1	2	3	4

Evidence: Adjustments are sometimes made between classes when some part of the lesson doesn't go as well as it could. Occasionally during class when students are working in groups, Mrs. Arceneaux will recognize when the majority of the class is having difficulties and will pull them all back to better explain.

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

U	BC	C		AC
0	1	2	3	4

Evidence: The lesson for the most part is balanced. Usually a short teach piece at the beginning of class, with the students working collaboratively for the majority of the period. Most attention should be paid to the ending of class. There needs to be some closure.

3.7 The instructional strategies and activities used in this lesson clearly connect to students' prior knowledge and experience.

U	BC	C		AC
0	1	2	3	4

Evidence: There are many times the teacher makes a connection to something the students have learned in the past, especially in the same unit. Take every opportunity to relate the subject to the own student's life as much as possible.

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

U	BC	C		AC
0	1	2	3	4

Evidence: The classroom is well organized for students to be able to work in a safe environment. Material for the day are always available and labs are set up for students to begin work. If movement during class is needed, careful instructions are given on how the students will move about the room.

Content

4.1 The mathematics or science content chosen is significant, worthwhile, and developmentally appropriate for this course (includes content standards covered, as well as examples and activities chosen by teacher).

U	BC	C		AC
0	1	2	3	4

Evidence: The course follows the skills required of the state standards. It is a state tested subject so the curriculum is set up to cover the tested items. District unit test are given to compare student progress. Mrs. Arceneaux takes opportunities to input additional material that is relevant to the class.

4.2 Content communicated through direct and non-direct instruction by the teacher is consistent with deep knowledge and fluency with the mathematics or science concepts of the lesson (e.g. fluent use of examples, discussions and explanations of concepts, etc.).

U	BC	C		AC
0	1	2	3	4

Evidence: Direct teaching is used for important concepts but is kept to a minimum. These lessons are clear and to the point. Many times videos are used to explain and visualize a point. Students are given more time to explore and learn in small groups. The students have an interactive journal that serves as a scaffold.

4.3 Teacher written and verbal content information is accurate.

U	BC	C		AC
0	1	2	3	4

Evidence: Most of the handouts are previously used material which has been proven to be accurate. Mrs. Arceneaux is careful to be accurate whenever she puts written information on the board or gives out information in lectures.

4.4 Formal assessments used by teacher (if available) are consistent with content objectives (homework, lab sheets, tests, quizzes, etc.).

U	BC	C		AC
0	1	2	3	4

Evidence: Tests given are quizzes and unit tests. The units tests are district controlled that are in line with the state standards for the course. The quizzes support what the students are learning. Students use an interactive science journal that contains handouts and notes for each day.

4.5 Elements of mathematical/scientific abstraction (e.g., symbolic representations, theory building) are used appropriately.

U	BC	C		AC
0	1	2	3	4

Evidence: Through the interactive journal, students are receiving scaffolded notes to help build the unit. This helps the students connect all the parts. Any scientific symbolic representations are included in these notes. Lab work also makes the abstract learning more concrete.

4.6 During the lesson, it is made explicit to students why the content is important to learn.

U	BC	C		AC
0	1	**2**	**3**	4

Evidence: There are attempts to show how this affects the students' lives, but for students to have a strong connection between science and their lives, it is necessary for them to understand why this is important. This can be done at the beginning of class with the objective and reiterated at the close of class.

4.7 Appropriate connections are made to other areas of mathematics or science and to other disciplines (including non-school contexts).

U	BC	C		AC
0	1	2	**3**	**4**

Evidence: It is important to remember that in any content area, there will be students who do not connect with a particular course. That is why it is important to help students make connections to what they are learning in science with another subject. One possible way would be to remember that Greek and Latin roots are used frequently in the sciences as well as the ELA classes. For example historical references are cited when giving background on various scientists. Also for example, maps are used for discussing currents.

4.8 During the lesson, there is discussion about the content topic's role in history or current events.

U	BC	C		AC
0	1	**2**	**3**	4

Evidence: There is mention to historical connections and current events at times. The compilation of ideas will come with time. A suggestion would be to include compiled examples in the lesson plans for future teaching.

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