

<b>CLINICAL TEACHER:</b>	<b>HELEN ARCENEUX</b>	<b>Rating Scale</b> 0= UNSATISFACTORY Not observed at all/ Not demonstrated at all 1= BEGINNING 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
<b>SUPERVISING TEACHER:</b>	<b>JAWAN WILTZ</b>	
<b>EVALUATION:</b>	<b>MID-TERM SPRING 2017</b>	
<b>CONTENT/LEVEL:</b>	<b>8<sup>th</sup> Grade Science</b>	

#### 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

Evidence: Helen is great at putting together lessons that maximize instruction time. She encourages an environment of teamwork and collaboration. She incorporates grouping with alike and mixtures of abilities and learning styles depending on the task she assigns and which one will get the greatest results.

**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

Evidence: Helen consistently incorporates opportunities for students to collaborate and discuss what they have learned during each lesson. Students work together productively in pre-arranged groups.

**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

Evidence: Helen has a sense of humor, willing to admit mistakes, creates a comfortable and caring environment, she is genuinely interested in whether students are learning. She is able to engage students in conversations about the lesson that is pertinent

**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

Evidence: On a regular 75-80% of the students are on task 90% of the time during class. As Helen perfects her craft I am positive this will improve with time.

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

U	BC	C	AC
0	1	2	3

Evidence: Helen needs to work on non-verbal cues that will allow her to re-direct students. She is currently utilizing a card system to re-direct students which seems to be having positive results.

**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: Helen has put in place a set of routine procedures and expectations. Student materials are intentionally placed to support student learning and the desk are grouped for collaboration, collaborative grouping and small group instruction when needed.

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: Helen chooses lessons and activities that are appropriate and aligned with the needs of all levels of learners and their learning styles. She is great at changing things up so that lessons are engaging and still challenging for students.

#### Lesson Structure

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: Helen is good at organizing structured lessons. She posts the agenda daily so that students know what will take place during the class. In her transitions between parts she has incorporated a timer to keep students and herself on task.

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: Helen works hard to connect links from present content with past and future learning experiences, other subject areas, and real-world experiences and applications. I believe this will come easier to her as she becomes comfortable with the curriculum.

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: Helen utilizes a number of strategies to assess student understanding before, during and at the end of her lessons. This includes but is not limited to exit tickets, fact or fiction games, Venn diagrams, online games such as "Kahoot", and sentence prompts.

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: Helen plans activities and labs that allow students to take ownership of their learning. She incorporates projects and presentations that provide students with a platform to demonstrate their understanding of concepts taught.

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

U	BC	C		AC
0	1	2	3	4

Evidence: Helen uses a variety of resources when putting lessons together which include but not limited to teachers pay teachers, the district curriculum, StemScope, and NSTA as well as a number of technology resources that have been made available to her. She consistently organizes, supplies, equipment and materials prior to all lessons.



**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: Helen is always looking for feedback and making self-assessments. She is very receptive to critiques and recognizes and is constantly working on her weaknesses. Participating in our PLC's has afforded her an opportunity to see how she can use student assessment data to reflect on and evaluate student learning and her instructional practices. She is sometimes a bit too hard on herself and will come to realize that there will always be obstacles in teaching and a good teacher simply re-groups and works around them. With experience, there is no doubt in my mind that she will become a Master teacher in the future.

#### 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: Helen uses questioning to monitor student understanding with a number of questioning techniques, however, the level of questioning seldom exceeds the Comprehension level. She sometimes, but not consistently, uses higher order thinking questions to push student thinking. She might want to consider scripting her questions ahead of time.

**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: Helen does ask questions throughout the lesson to assess student understanding however, her questions seem to stay on the lower end of Blooms. She needs to work on a platform that intentionally and naturally incorporates higher order thinking questions. Increasing student "wait time" before giving the answer or calling on another student also seems to be difficult for her to do.

**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: Helen has utilized a number of techniques for allowing students to interact with one another and calling on random students during the lesson, however, she tends to still call on the same students more frequently. She is hesitant to call on students who seem unwilling to participate. I believe with time she will become more comfortable with this.

**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: Helen has incorporated a number of formative assessments in her lessons such as weekly quizzes, graphic organizers, questioning, exit tickets, visual representations, posters, and think-pair-share.

**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: When Helen notices students understanding is lacking she often incorporates assigned tutorials, intervention pullouts, and incorporates small group instruction in rotation activities. She does attempt to adjust the pace of the activity and/or lesson to address the needs of her students.

**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: Teaching takes time. Like all new teachers Helen wants to make sure she get through the lesson. As time progresses she is beginning to learn which students need more time, which ones need less and how to adjust the lesson accordingly. Knowing that it is okay that every class is not at the same point during each lesson has been an adjustment for her but she is great about re-grouping and knowing when to cut out or add in accordingly.

**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: Helen is awesome at choosing activities and strategies that are aligned with the TEKS and best suited to teach certain lessons. She has tried several and weeded out those that are not suited to the students in each class. She has learned that what works for one class may not for another and re-organizes accordingly. She always begins each lesson with a strategy that will assess and allow students to connect their prior knowledge with the present content being taught.

**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: Helen always has student safety in the forefront. She carefully plans activities that are engaging, challenging and address the TEKS. She provides students with great demonstrations when having students perform them is deemed unsafe. She always stresses student safety expectations before they complete any lab or class activity.

**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: In her lessons Helen addresses appropriate curriculum standards and integrates key content elements - lesson objectives aligned to the 8<sup>th</sup> grade science TEKS. She works hard at coming up with examples that connect to the students' real world experiences. She also capitalizes on the mistakes of students to teach other students and clear up misconceptions.

**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: Helen uses a variety of instructional strategies to promote learning such as manipulatives, direct instruction, guided practice, discussion, graphic organizers, and student pairs.

**4.3** Teacher written and verbal content information is accurate.

U	BC	C		AC
0	1	2	3	4



Evidence: Helen bases her instruction on goals that reflect clear expectations for all students and a good understanding of the curriculum. She is very confident and comfortable with the 8<sup>th</sup> grade science curriculum.

**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: Helen frequently incorporates checks for understanding during the lesson, however, she needs to work on engaging that 5-10% who don't understand and are not asking questions.

**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: Helen is great about providing students with appropriate and TEK aligned examples, graphics and symbolic representations. She utilizes videos, interactive word walls and graphics that assist students in gaining a deeper understanding of the concepts being taught.

**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: Helen incorporates some elements into the lesson that convey to students why it is important to learn the concept being taught. As she becomes more comfortable with the content this element should improve. Even veteran teachers have to work on purposely implementing this.

**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: Helen often integrates academic content within and across content areas. I believe this will become more evident in her instruction as she becomes familiar with what students are learning in other disciplines.

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

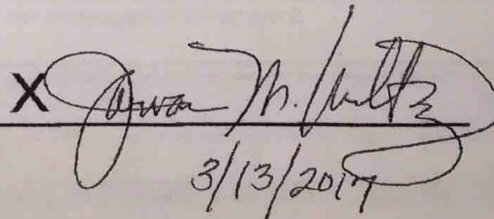
U	BC	C		AC
0	1	2	3	4

Evidence: Helen is able to make relevant connections between the content being taught and historical events. She often relates how things were to how they are today and the role that science played in the changes.

Observer Teacher (Printed Name, Phone Number)

Jawan M. Wiltz  
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Signature and Date

X   
3/13/2017