The University of Texas at Dallas
Apprentice Teacher Observation

Supervising Teacher: Jawan M. Wiltz   **Campus/ISD:** Hudson MS/GISD

Clinical Teacher: Helen Arceneaux

Assignment: 8th Grade Science

Date: 2/9/2017   **Start Time:** 11:30a   **End Time:** 12:30p

Total Time: 1 hr   **Observation:** **1**   2   3   4   5   6

CONTENT
Indicator
4.1 The mathematics or science content chosen was significant, worthwhile, and developmentally appropriate for this course (includes content standards covered, as well as examples and activities chosen by teacher).
Evidence: Helen is able to cover the TEKS expected adequately. The lessons chosen and the way they are implemented adequately aligned to cover the TEKS. Helen has incorporated activities that appeal to a variety of learning styles.
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.).
Evidence: Helen has incorporated teacher and student led instruction of the content covered. In our Space 2 Unit on moon phases, tides and seasons she used small group stations in which students completed independent practice and then she arranged one group where she provided small group instruction to hit on target areas of weakness and misconceptions.
4.3 Teacher written and verbal content information was accurate.
Evidence: Helen always checks material before teaching and will ask questions about the depth at which content should be taught. She is always coming up with cool facts that appeal to students on the topic.
4.4 Formal assessments used by teacher (if available) were consistent with content objectives (homework, lab sheets, tests, quizzes, etc.).
Evidence: Helen includes both formal and informal checks throughout the lesson. She incorporates random questioning into the lesson. She Incorporates weekly quizzes and activities to check for understanding.
4.5 Elements of mathematical/scientific abstraction (e.g., symbolic representations, theory building) were used appropriately.
Evidence:

Helen is great at providing models and examples that are appropriate for each lesson. She uses manipulatives, videos and pictures to provide different examples of the same content.

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

Evidence:

Helen does make some connections with students about content, however, this is a difficult area for new teachers and I know that this will improve over time.

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

Evidence:

Helen has made some connections across the curriculum with the lessons taught however, she will improve in this area as she becomes familiar with the other subject areas are teaching in 8th grade.

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

Evidence:

She is good at making connections in the content area. When talking about moon phases she talked about how moon phases were used as calendars and also talked to students about the upcoming Lunar and Solar Eclipses scheduled.

OVERALL RATING FOR CONTENT (CIRCLE ONE NUMBER)

Students learning **inaccurate** content knowledge	Students learning **superficial** content knowledge	Students learning **adequate** content knowledge	Students learning **good** content knowledge	Students learning **deep, fluid** content knowledge
UNSATISFACTORY	**BEGINNING COMPETENT**	**COMPETENT**		**ADVANCED COMPETENT**
0	**1**	**2**	**3**	**4**

Comments:

Overall Helen is doing a great job. She is flexible and always ready to jump in. She is developing relationships with the students that is positive. Her knowledge of content is on point and is very open to constructive criticism.

CLASSROOM MANAGEMENT TIP (TRY THIS!):

My suggestion is to work on asking more higher order thinking questions and to give students time after posing them. So many times we don't allow students to work through questions because we are pressed for time, however the greatest learning happens when student have to do it on their own.

FIELD FOLDER: