

**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: 2/9/2017 Start Time: 1:15 End Time: 2:04

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

<b>UTEACH TEACHER:</b>	<b>HELEN ARCENEUX</b>
<b>CONTENT</b>	
<b>Indicator</b>	
<b>4.1</b> 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).	
<p><b>Evidence:</b> Earth and space. The student knows the effects resulting from cyclical movements of the Sun, Earth, and Moon. The student is expected to: (A) model and illustrate how the tilted Earth rotates on its axis, causing day and night, and revolves around the Sun causing changes in seasons; (B) demonstrate and predict the sequence of events in the lunar cycle; and (C) relate the position of the Moon and Sun to their effect on ocean tides. <b>The purpose of the lesson was to review the students for a test over the lunar cycle; changes of seasons and day, and the effects on ocean tides which supports the above TEKS. Six stations were set up for students to review all the points that had been covered. Ms. Arceneaux supported the students at the moon phases station. The other stations included axis/seasons, tides/eclipses, questions concerning the moon phases, lunar cycle and drawing moon phases.</b></p>	
<b>4.2</b> 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.).	
<p><b>Evidence:</b> The teacher used direct teaching when reviewing the moon phases but set up additional stations that the students worked independently in small groups. The students varied their activities by answering questions, drawing, and hands on. The stations allowed the students to view the material from different vantage points. By approaching the information in a variety of ways, the understanding of the material would be deepened.</p>	
<b>4.3</b> Teacher written and verbal content information was accurate.	
<p><b>Evidence:</b> The instructions at each station were very clear. When the students were working in small groups without the teacher, they were able to work without asking for clarification. All the stations contributed to understanding the objectives (TEKS).</p>	
<b>4.4</b> Formal assessments used by teacher (if available) were consistent with content objectives (homework, lab sheets, tests,	

quizzes, etc.).

**Evidence:** The designed activities were in keeping with all of the state standards. If the students could draw, answer questions, and do hands on activities, they would be able to meet all of the standards.

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

**Evidence:** Ms. Arceneaux's approach to her material is clarity and accuracy. By approaching the key points in a variety of ways, students have an easier way of understanding the objectives. An example of helping students look at the material from a different perspective, she will ask them to give her three interesting things about something instead of giving three facts. The students have to know the facts in order to think of something interesting about the topic.

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

**Evidence:** The purpose of this lesson was a review, so the students knew what was expected of them to do well on the test. In prior lessons the students are made aware of the objective but more emphasis should be placed on why this is important to students. Always ask yourself as a teacher, "In what way might this be important for the students to learn or how might it be of interest to them." Students have to have a reason that relates to them personally to begin to understand some of the concepts they are being taught.

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

**Evidence:** This is an area that all teachers need to be cognizant of in order for students to be able to scaffold their learning and understanding. When students only see information in isolation, a deep understanding does not occur. The more connectivity, the better chances of the learning.

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

**Evidence:** Ms. Arceneaux reminded her groups that an eclipse could be viewed on Friday night. This was an opportunity for students to know what they are studying had a place in the real world.

**OVERALL RATING FOR CONTENT (CIRCLE ONE NUMBER)**

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

**Comments:** Ms. Arceneaux has a calming effect on the class. She greets the students in an inviting way. Her lessons are organized, well-planned and very basic. Areas to work on would be to help the students make connections to other subjects and current events and to increase the rigor--especially in the honor's classes.

**CLASSROOM MANAGEMENT TIP (TRY THIS!):** MS. ARCENEUX HAS VERY ORGANIZED LESSONS; THEREFORE, IT IS EASIER TO AVOID DISCIPLINE TROUBLES. SHE BEGINS THE LESSON ON TIME AND KEEPS IT MOVING.

**FIELD FOLDER: COMPLETE AND AVAILABLE**