

<b>UTEACH TEACHER:</b>	<b>NAME</b>
<b>OBSERVER:</b>	<b>NAME</b>
<b>DATE OF THE OBSERVATION:</b>	<b>DATE</b>
<b>SUBJECT/GRADE LEVEL/CLASS PERIOD:</b>	<b>CHEMISTRY/11<sup>TH</sup>/1<sup>ST</sup> PERIOD BLOCK</b>

### **CLASSROOM ENVIRONMENT**

**Indicator**

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

**Evidence:**

*The classroom environment encourages students to feel comfortable asking questions when they are not understanding a concept. The teacher reminds students of all assignments that are due from last week and earlier in the semester. She is providing time today to get caught up on any assignments still due on Mole Highway.*

**1.2** Interactions reflected collegial working relationships **among students**. (e.g. students worked together productively and talked with each other about the lesson).

**Evidence:**

*Students are allowed to work with partners to get caught up with any work they have missed thus far. Students work together collaboratively on Introduction to the Mole and the Mole Highway. Students who turned in all work will begin Chapter 9 and will receive 25 bonus points if turned in by Friday.*

**1.3** 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.

**Evidence:**

*Students are engaged with either work on PODs or late work not turned in. Today is a review/catch-up day. All students are intellectually engaged throughout the instructional period. She is reviewing the importance of the "Cards" so that they have something they may use on their exam.*

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

**Evidence:**

*More than a majority of students were on task throughout the class. The teacher circulates the classroom often and assists students needing additional encouragement, support, and guidance on the assignments past due.*

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

**Evidence:**

*The teacher's classroom management strategies such as her willingness to accept late work completed today during review day, and her friendly, supportive nature enhance the classroom environment. Students are aware that she cares and wants them to be successful. She encourages students to come during lunch or after school for tutoring.*

**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.

**Evidence:**

*The classroom is organized with lab tables lined up in rows. There are spaces between each row for the teacher to move to each student or student group easily.*

**1.7** 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:**

*Students are very attentive today. The teacher has their undivided attention since they know they must complete work they still need to turn on. The teacher circulated the classroom and pausing long enough with each student to verify they were on task.*

**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
<b>UNSATISFACTORY</b>	<b>BEGINNING COMPETENT</b>	<b>COMPETENT</b>		<b>ADVANCED COMPETENT</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>xx3xx</b>	<b>4</b>

**Comments:**

*You were very clear and concise with instructions for late or missed homework that is due for many students. I like that you emphasized the importance of students completing and turning in all work since the three activities were the only grades thus far and that not turning them in results in a zero.*

*You are very patient with all students. They were very attentive and seemed to grasp the importance of getting busy. Nice job. It is evident you want your students to be successful.*

*You are a very good encourager.*

*Good job of circulating the classroom and assisting students who seemed reluctant to ask questions. you maintained the classroom environment with your proximity in the room. When students needed assistance you were quick to acknowledge their hand and state you would be with them shortly. This allowed them to lower their hand and continue to work on other areas while they awaited your assistance. You circulated efficiently as to not stay with any one student too long. You provided quick feedback and then move to the next student and you consistently returned to students to check on their progress.*

*You were consistent at redirecting off task behavior and you kindly guided students back on to the academic work.*

**CLASSROOM MANAGEMENT TIP (TRY THIS!):**

*Have students talk more through questioning, going to the board to get them more interactive with the lesson.*

**FIELD FOLDER:**

*Thanks for having the field folder up-to-date.*