

UTEACH TEACHER:	NAME
OBSERVER:	NAME
DATE OF THE OBSERVATION:	DATE
SUBJECT/GRADE LEVEL/CLASS PERIOD:	SCIENCE/8TH GRADE/9 – 9:50

IMPLEMENTATION

Indicator

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

Evidence:

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

Evidence:

The UTeach Teacher asks questions during the lesson like – Abigail, what did you get for #8? Why did you say it is growing? Why isn't it C? If a full moon was just witnessed, when will the next moon be visible? You said B or C – why? What did we do last week with the flashlight? Did we learn about that? What kinds of things did we do? What were some of the activities we did? What do you know about the universe and the sun? What do you want to know about the universe and the sun?

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

Evidence:

The UTeach Teacher uses name sticks to call on students by name to answer questions. He spreads participation out in the classroom with his questioning strategies.

Each student is responsible for taking notes in their notebook and the UTeach Teacher circulates to make sure the students are preparing their notes as directed.

Each student must record what they KNOW and what they WANT to know on two stickies and place their thoughts on the front board.

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

Evidence:

3.5 The teacher modified the lesson appropriately when formative assessment demonstrated that students did not understand.

Evidence:

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

Evidence:

The UTeach Teacher used an overhead timer to display the time constraints under which the students had to complete the warm up at the beginning of the class.

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

Evidence:

The UTeach Teacher specifically states with the students what they have covered as they highlight the previously covered objectives from the last unit. As he states the objective, he asks the students if they learned about it and then he has students explain the activity they completed.

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

Evidence:

OVERALL RATING FOR IMPLEMENTATION (CIRCLE ONE NUMBER)

Very poor lesson implementation	Poor lesson implementation	Adequate lesson implementation	Good lesson implementation	Excellent lesson implementation
UNSATISFACTORY	BEGINNING COMPETENT	COMPETENT		ADVANCED COMPETENT
0	1	2	xx3xx	4

Comments:

Good use of proximity in the room to help focus students on the task. Try to remain within the rows as much as possible as this is the time the students are the most attentive. Use an interwrite board to write on the overhead projection while you are able to remain in the classroom row area. The students like to use this technology as well and it serves as a motivation device as well as a freedom of movement device.

Excellent notebook for the students to see the objectives they have accomplished, to organize their materials, to signal the start of a new unit, etc. Definitely take pieces of this notebook creation with you into your future classroom and share your thoughts on the positive and limitations with your peers. EXCELLENT review of past objectives and review of the activities and activities.

Excellent use of a KWL activity to have student write what they KNOW and what the WANT to know before covering the material in the unit. Continue to give time constraints for the students to complete the task so they work efficiently with their time. Have the students come up by table to post their thoughts to add organization to the posting and to help with the time flow of the activity. As you read out the statements, have the students vote on whether the KNOW is true or false (red/green index cards work great for this). For the WANT, you did a nice job of quickly reading them and letting them know that they will cover the material in the next unit. Use this as the eNDING of the class since time ran out.

LESSON FLOW**Prompt:**

The students begin class by completing a warm up on their worksheet. The UTeach Teacher displays an overhead timer to show the students the time constraints under which they have to complete the task. After the time passes, the UTeach Teacher calls on students randomly by name to answer the question on the warm up.

Learning Activity:

The students take notes in their notebook as the UTeach Teacher explains the material of the new unit. He has the students cross out previously learned objectives as he asks students to state the activities they accomplished associated with the objective.

The UTeach Teacher talks about the topics in the upcoming unit (universe and sun). He asks the students to write down what they know about the Universe and the Sun. Each student gets two stickies notes. The students write what they know on one sticky and on the other they write what they want to know and then they place their stickies on the front board under the appropriate column. The UTeach Teacher organizes the stickies as he reads them out to the class.

eNding:

The UTeach Teacher reads through the WANT to know stickies and tells the students they will cover the material in the next unit. Time runs out and the students turn in their notebooks before leaving for the day.

CLASSROOM MANAGEMENT TIP (TRY THIS!):

Display the overhead timer at the beginning of the task to help the students focus on completing the work in a time efficient manner.

Circulate during the warm up stamping the work the students have completed to add more accountability so the students record their answers BEFORE you begin the class discussion.

Gain full class participation by having students raise their hands in agreement or raise a signal that indicates whether they think the answer is A, B, C, or D. Color cue cards are very helpful to have students raise to see if you have the same color raised or a range of colors.

Give students a time frame for preparing their notes so they work more efficiently with their times. You can give this deadline verbally or by displaying a timer. Move on when you see the majority of the students finished. The slower students working on making their notebooks "pretty" will catch up and can go back to making things "pretty" later. The more confidently you lead them through this in a time efficient manner, the better they will become about completing these task more swiftly.

Consistently work on time management strategies to help enhance the flow of your lesson in a time efficient manner.

FIELD FOLDER:

Thank you for having an organized Field Folder. Be sure to document student behaviors (talking, sleepiness, hyper activity, helpfulness, etc.) as well as parental contact (positive and constructive) as the semester progresses.