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| **UTeach Teacher:** | ***SAMPLE*** | **Rating Scale**0= UNSATISFACTORYNot observed at all/ Not demonstrated at all1= BEGNNING COMPETENTObserved rarely/ Demonstrated poorly2= COMPETENTObserved an adequate amount/ Demonstrated adequately3= COMPETENTObserved often/ Demonstrated well4= ADVANCED COMPETENTObserved to a great extent/ Demonstrated to a great extent |
| **Observer:** |  |
| **Semester:** |  |
| **Content/Level:** |  |

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| **Classroom Environment** |
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| **1.1 The classroom environment encourages students to generate ideas, questions, conjectures, and/or propositions that reflects engagement or exploration with important mathematics and science concepts.** |

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Evidence:

### tries to encourage students to come up with their own understanding of the phenomena they experience in their lab activities. He often asks questions during his lectures to keep students engaged and accountable for their own learning.

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| **1.2 Interactions reflect collegial working relationships** among students. (e.g. students work together productively and talk with each other about the lesson).  |

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Evidence:

### models professional and respectful interactions when addressing his students. He is polite and kind when answering questions and supporting student learning. Students in his class do not always reflect such behavior back and in a few incidents students have been extremely rude to one another.

### did not know how to respond to this and did not realize the importance of not condoning such behaviors. Since then ### has been more proactive and does not allow students to be disrespectful and unsupportive of each other. ☺

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| **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.** |

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Evidence:

Students take notes, practice their knowledge and investigate properties of matter and changes in matter.

Students share data from their lab activity with ###. Students analyze data and answer critical thinking questions related to the data.

Students are intellectually engaged with basic chemistry knowledge and skills that are aligned with state and district learning goals for this course.

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

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Evidence:

Students answer questions verbally and on their lab reports. Students ask questions about the homework activities and ### models the problems they need help with on the board. As he works the problems he asks for students to suggest how to complete the problem.

### uses activities such as share and pair to keep all students engaged. He asks students to work problems on the board and to present their knowledge and skills to the class.

To keep high participation he makes use of review games (Jeopardy) and other technology applications (Plickers) that require all students to participate.

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

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Evidence: ### stands at the door and greets his students at the beginning of the class. He has an agenda on the board and he verbally tells students what they should be working on. He reminds students of the time they have to complete the task (organize interactive notebook) and he walks around to make sure that students are on task. He begins next activity on time keeping students engaged and maximizing time.

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| **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. |

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Evidence:

Classroom is equipped with 7 lab stations. When students are in lab activities they are intentionally assigned by ### to go to a specific station. Each station is equipped with all necessary materials and all safety equipment needed for the lab. ### moves between the lab stations with great ease and checks that all students are working safely.

Sometimes ### has students work with their shoulder partner (Sage and Scribe DA) or asks students to turn around and join the 2 students behind them to work with manipulatives (Matter and Change card sorting activity). ### moves around the tables and checks for on task behavior and understanding.

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| **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).  |

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Evidence:

### uses cooperative learning and he intentionally pairs and groups students to maximize access and equity.

When introducing new topics he uses visual aids and manipulatives to support his ELL and SPED population.

He uses simple everyday language that is accessible to all students.

Areas to grow:

Enunciate and talk slower.

Wait time for “slower” thinkers.

Random calling (Ex. Popsicle sticks)

Fernando’s lost lab…preventing possible melt down. ☺

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| **Lesson Structure** |
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| **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). |

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Evidence:

### has made a lot of progress in this area.

He posts daily objectives in student friendly language and a daily agenda on his website and on the class white board.

His lessons are balanced with direct teach, student practice and hands on activities.

He structures his lessons moving from simple to more complex building on students’ prior knowledge.

He has closing activities such as Plickers and Exit Tickets to informally check student understanding.

When planning his lessons he is very intentional about the time he will spend for each activity.

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| **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). |

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Evidence:

I would like to see ### come up with his own creative laboratory activities and have students spend more time discovering ideas and less time lecturing about scientific concepts.

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| **2.3** The structure of the lessons includes opportunities for the instructor to gauge student understanding. |

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Evidence:

### uses several informal strategies to check for understanding: verbal questioning, exit tickets, Plickers, etc..

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| **2.4** The lessons include an investigative or problem-based approach to important concepts in mathematics or science. |

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Evidence:

### has used several activities given by his cooperating teacher such as Crazy Measurement Lab, Surfs-Up Lab, Beanium Lab, etc. that fulfill this objective. In all these activities the students discover the concepts that ### is teaching instead of him “telling” them.

For example the Beanium Lab was a great way for students to derive the weighted average of an “unknown element”.

Atomic Mass (weighted average) can be a challenging and very abstract concept. By using tangible objects such as beans to calculate the weighted average of a sample of beans made this concept more concrete and students were able to grasp the concept and translate it back to isotopes and atomic mass.

Growth Area: I would like to see him create his own activities or modify the ones he is given to really make them his own.

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

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Evidence:

### is very intentional when planning his lessons and he uses several resources such as the district curriculum road maps (CRMs), TEA learning objectives, and the Anderson Chemistry teachers’ resources. He uses a variety of learning strategies: hands on activities, scientific investigations, and power point presentations to support all learning styles.

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| **2.6** The teacher is critical and reflective about his/her practice after the lesson, recognizing the strengths and weaknesses of their instruction. |

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Evidence:

### evaluates his practices on a daily basis with his cooperating teacher, his UT observer and UT professors. He modifies his instructions and delivery based on the feedback he receives from his mentors. He has really grown a lot as far as using his “teacher’s voice”, the flow and structure and timing of the lessons.

He has procedures in place for turning in work, passing out assignments, transitioning from one activity to another. He is maximizing instructional time.

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| **Implementation** |
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| **3.1** The teacher uses questioning strategies to develop skills and facilitate interaction with students. |

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Evidence:

### is trying to engage students with questions but often the same few students offer answers without waiting to be called on and not giving a chance for other students to think and/or respond.

I would like to see him implement a “wait time”. After the wait time he could ask students to turn to their shoulder partner and discuss the question and then he should call on students to answer. This will guarantee more processing time and opportunities and a chance for all students who wish to participate in answering.

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| **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). |

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Evidence:

I would like for ### to stay away from using terms like right and wrong when students are answering questions and instead ask the students to explain their answers and try to understand where a student is coming from. This is a lot more helpful to the students (think out loud). Many times as the student thinks out loud they will self-correct and/or this will allow ### to explore possible misconceptions.

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

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Evidence:

### calls on volunteers and non-volunteers.

He should try to give more time when he puts a question out to the class.

I would like for him to encourage reluctant students to participate by letting them share and explore ideas in smaller groups before they take it back to the whole class.

He has used some of the cooperating teacher’s strategies to increase cooperative learning such as the Sage and Scribe activity and I would like to see him develop a few of his own. ☺

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| **3.4** The teacher uses formative assessment effectively to be aware of the progress of all students. |

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Evidence:

### uses “on the spot” questioning, Exit Tickets, Plickers, Warm-Ups, etc. to monitor student progress. He moves around the room and listens to students’ conversation and checks for understanding.

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| **3.5** The teacher modifies the lesson appropriately when formative assessment demonstrates that students did not understand. |

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Evidence:

### uses Flexible Instructional Time (FIT) to work one-on-one with students when individual students are not successful on quizzes or tests.

In some instances he has gone back and did a re-teach for the entire class if the majority of the students did not perform well on their assessment.

When reviewing he uses different approaches and methodologies attempting to reach more students and increase comprehension.

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| **3.6** An appropriate amount of time is devoted to each part of the lesson. |

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Evidence:

### is really growing in this area. When he started he was running out of time for student independent practice after his lecture. Now he is being very careful to give students more time to practice the knowledge and skills they are learning.

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

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Evidence:

### uses everyday examples to introduce new ideas. Ex. 4 wheels for every 1 car when teaching dimensional analysis.

He refers back to past labs or activities to build on prior knowledge.

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

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Evidence:

### always uses safe laboratory procedures for his students. Ex. All students are required to use goggles, closed toed shoes, etc.

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| **Content** |
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| **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). |

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Evidence:

###’s lessons are aligned with state and local learning objectives and the math that he teaches is age appropriate. The math topics that he is covering (scientific notation, dimensional analysis, and significant figures) are necessary tools that students will need to master and use throughout the entire chemistry course. Most of these math skills will be transferred to their future science classes such as physics and later on in college.

The activities that ### has chosen to teach these skills are developmentally appropriate for the on-level. chemistry students

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| **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.). |

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Evidence:

### has a deep understanding of the scientific principles he teaches and he uses examples and explanations that are accessible to the majority of his students. He knows how to break down challenging ideas and he often uses analogies to express the many abstract concepts in chemistry.

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

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Evidence:

### presents accurate written content and for the most part verbal too.

Many times he has to go back and correct himself in his verbal communication because he is rushing his own thinking.

He really needs to slow down, enunciate and express himself in complete ideas without jumping around too much.

He knows the content but he needs to slow down when lecturing.

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| **4.4** Formal assessments used by teacher (if available) are consistent with content objectives (homework, lab sheets, tests, quizzes, etc.). |

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Evidence:

Yes, all of ###’s assessments are aligned with daily practice and instruction.

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

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Evidence:

### knows how to concretize abstract mathematical and scientific ideas and uses them appropriately in the chemistry classroom.

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

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Evidence:

I do not see this very often. I would like to see him emphasize how different students’ lives would be without the knowledge and innovations brought upon by the discipline of chemistry.

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

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Evidence:

### uses sample problems that are related to everyday life scenario. Ex. Converting units to achieve the correct administration of a pharmaceutical.

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

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Evidence:

### did a great job with facilitating students’ research of the development of the Atomic Theory.

Students researched a particular scientist in great detailed who contributed to the present day model of the atom and then shared out their research with the class in a gallery walk style activity.