

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	HEATHER MCNEILL
OBSERVER:	GLORIA WEBER
FOCUS OF OBSERVATION:	CLASSROOM ENVIRONMENT
DATE OF THE OBSERVATION:	WEEK OF FEBRUARY 6
SUBJECT/GRADE LEVEL/CLASS PERIOD:	ALG 1/9/1

RECORD OF THE OBSERVATION BELOW

How does the Apprentice Teacher manage student behavior and create rapport with and among students in an environment of respect?

Heather used a bell to signal the students when she wanted their attention.
Students are able to work in their groups and discuss the problems, then ask questions in a class discussion.

How does the Apprentice Teacher effectively and safely use physical space to enhance learning for all students (For Science Apprentice Teachers specifically address lab safety)?

Student seats are arranged in groups of four and all students could see the whiteboard. Students can move about the room to access any materials needed, i.e. calculators, pencil sharpener, etc.

How does the Apprentice Teacher manage classroom procedures to maximize time for instruction?

Heather uses a countdown timer to let students know how much time they have to settle down and begin working after the transition from the computer lab to the classroom.
Students helped with materials distribution.

How does the Apprentice Teacher establish classroom standards that foster a culture of learning for all students?

Heather stated at the beginning of class that she would not talk over them if they were talking. She would wait for them to stop talking so that she was sure they were paying attention and listening.

Heather used the Frayer model to help students organize their notes on linear equations. Students provided definitions, equations, examples and variations for Standard form, Intercepts and Slope.

Heather gave each group a problem to solve in their group. Then someone from each group put the group's solution on the board and the class discussed the solutions.

COMMENTS FOR DEBRIEFING:

Avoid choral responses.

CLASSROOM MANAGEMENT TIP (TRY THIS!):

Circulate to the back of the room.

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	HEATHER MCNEILL
OBSERVER:	GLORIA WEBER
FOCUS OF OBSERVATION:	TEACHING PREPARATION
DATE OF THE OBSERVATION:	WEEK OF FEBRUARY 13
SUBJECT/GRADE LEVEL/CLASS PERIOD:	ALG 1/ 9-10/1

RECORD OF THE OBSERVATION BELOW

How does the Apprentice Teacher use subject knowledge to design activities that promote interest, participation, and learning for all students? Heather had a picture of a chameleon to help the students connect changing point-slope to slope-intercept form and vice-versa.

Heather uses the students' names in the problems she presents to the class.

Heather used stand-up, hand-up, pair-up to pair students to organize the students. She had numerous cards around the room and students recorded equations that were written on the cards. The students then had to identify the slopes and the points from the equations. Students were then asked to look at the equations, the slope and the points and see if they noticed any patterns.

How does the Apprentice Teacher demonstrate an awareness of and make use of materials, resources, technology, and equipment? Heather uses the smartboard to present examples, work problems and discuss solutions. The students have access to calculators to facilitate computations.

How does the Apprentice Teacher prepare subject specific activities to assess learning of all students?

Heather had numerous examples of linear equations and graphs on the smartboard for the students to solve. The students had to write equations in point-slope form when given two ordered pairs. The students were also given graphs and asked to write a linear equation in point-slope form based on the graph.

At the end of the day, Heather assesses student understanding and adjusts her lessons for the next day.

How does the Apprentice Teacher demonstrate an awareness of individual student needs and make modifications to the instructional plan? Heather had problems on the smartboard for the students to solve. After each problem the class discussed the solutions. If the students were able to solve the problem correctly and felt confident in their abilities, they moved on to a different type of problem. If they were struggling or just wanted extra practice they were able to solve additional problems. The flow of the class was determined by the students' needs.

COMMENTS FOR DEBRIEFING:

Great use of "I am waiting on one student"- enables you to get students' attention without getting too personal.

CLASSROOM MANAGEMENT TIP (TRY THIS!):

Work on a method that will help students take notes and then actually use their notes! Check notes at the end of class and give them bonus points or some reinforcing incentive.

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	HEATHER MCNEILL
OBSERVER:	GLORIA WEBER
FOCUS OF OBSERVATION:	INSTRUCTION AND DELIVERY
DATE OF THE OBSERVATION:	WEEK OF FEBRUARY 27
SUBJECT/GRADE LEVEL/CLASS PERIOD:	ALG. 1/9-10/1

RECORD OF THE OBSERVATION BELOW

How does the Apprentice Teacher demonstrate the ability to teach the subject and cognitively engage all students in significant learning? Heather had an example involving iTunes purchases to generate a scatterplot, which she then used to review vocabulary. The students were then given a choice between two data sets and asked to graph the scatterplot in their group. The group members were assigned various tasks in the completion of the scatterplot. The students seemed to really enjoy constructing the scatterplots on a poster and having their results displayed in the classroom.

How does the Apprentice Teacher communicate clearly and articulately?

Heather had a worksheet that clearly listed the various steps in the process of making the scatterplot and the group member responsible for completing the step. The students could select their starting position (1, 2 or 3) and then complete the task assigned to that position.

How does the Apprentice Teacher use questioning and assessment techniques to enhance students' participation and learning?

Heather circulated around the classroom asking the students about their work and how they made the decisions about their axes and labels. The graphing of the scatterplot which includes drawing and labeling the axes, naming the graph, and determining the correlation provides a visual representation of the student's understanding.

How does the Apprentice Teacher demonstrate flexibility and responsiveness to students' needs during instruction?

Heather realizes that scaling is a difficult concept for the students to master. Evenly spacing the hash marks and counting by the same amount is a crucial component of graph construction.

COMMENTS FOR DEBRIEFING:

This is a great activity for the students to work on. They are able to work in groups, construct a visual product and work through the process of constructing a scatterplot in a collaborative environment.

CLASSROOM MANAGEMENT TIP (TRY THIS!):

Have group members initial their approval of the other group member's work.

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	HEATHER MCNEILL
OBSERVER:	GLORIA WEBER
FOCUS OF OBSERVATION:	EQUITY AND INCLUSIVE DESIGN
DATE OF THE OBSERVATION:	WEEK OF MARCH 12
SUBJECT/GRADE LEVEL/CLASS PERIOD:	ALGEBRA 1/9-12/1

RECORD OF THE OBSERVATION BELOW

How did the Apprentice Teacher allow students choice in their activities and how were these choices related to different learning styles? Students started class with a practice problem on elimination that they could solve individually or with their team. During the lesson Heather provided each group with 4 practice problems in which the students had to choose the problem they would solve. The students could solve the problems individually and submit their results as a team. The homework assignment allowed the students to select 2 out of 4 problems to solve in the 3 categories of problems.

How did the Apprentice Teacher introduce the lesson, effectively manage time for students to progress through the activities, and summarize the lesson with the students? Heather started the class promptly with a visual of the NCAA basketball Tournament elimination brackets. She also uses a timer for various components of the lesson, this keeps students focused and on task. The last problem in class was a review of the problems the students had been working.

How did the Apprentice Teacher assess individual accountability for the student work accomplished in the lesson? Students are provided multiple examples that they work individually and Heather circulates around the classroom to monitor student progress. Heather calls on students to share their thinking and the students know they are responsible for paying attention and being able to respond appropriately.

How does the Apprentice Teacher demonstrate an awareness of student diversity in their teaching (gender, ethnicity, students who are learning the content in a second language, accommodations for students with special needs)? Heather provides multiple examples, note-taking guide and discusses solution process. Students had visual and auditory representations of the problems.

COMMENTS FOR DEBRIEFING:

Great mix of activities. Students working individually, with their teams and as a class. Connecting what students are doing in class to their work on the computer.

CLASSROOM MANAGEMENT TIP (TRY THIS!): When waiting for students to stop talking remember you can say “waiting on 2 people” as an alternative to calling students by name.

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	HEATHER MCNEILL
OBSERVER:	GLORIA WEBER
FOCUS OF OBSERVATION:	SUBJECT MATTER KNOWLEDGE
DATE OF THE OBSERVATION:	WEEK OF MARCH 26
SUBJECT/GRADE LEVEL/CLASS PERIOD:	ALG 1/9/1

RECORD OF THE OBSERVATION BELOW

How does the Apprentice Teacher demonstrate an understanding of the subject?

Heather realizes the variety of strategies available to solve a system of linear equations. She also realizes the difficulty the students have in determining the appropriate strategy to use in solving. Therefore she provided the students with scenarios to help them understand which strategy to use. Heather also provided examples of all of the strategies the students would be responsible for on their test.

How does the Apprentice Teacher connect the content with previously learned topics, future topics, and other subjects?

Heather started with a review of the “tools” the students have and use when solving a system of equations. She reviewed the various tools, graphing, substitution and elimination, that the students would be responsible for demonstrating mastery of on their test.

How does the Apprentice Teacher demonstrate an understanding of the philosophical and historical development of the subject? Heather is aware of the need for mathematical proficiency and facilitates conceptual understanding, strategic competence, adaptive reasoning and productive disposition. She allows students to explore and, make conjectures about possible outcomes, justify conclusions, and see mathematics as sensible, useful, and worthwhile as well as their own mathematical efficacy.

How does the Apprentice Teacher demonstrate an understanding of state and national standards and use this knowledge to enhance student achievement? Heather understands the importance of students being able to communicate what they are doing mathematically and symbolically. She provided examples for the students to work in their groups to solve. The groups then presented their solutions to the rest of the class.
Solving a system of linear equations is a component of the end of course exam in algebra 1. Heather presents the students numerous problems to practice and sharpen their skills and facilitate their understanding.

COMMENTS FOR DEBRIEFING:

Started class with 2-minute timer for students to transition from one classroom to another.

CLASSROOM MANAGEMENT TIP (TRY THIS!):