APPRENTICE TEACHER:	Ms. Heather Mc Neill
OBSERVER:	Ms. Karis
FOCUS OF OBSERVATION:	CLASSROOM ENVIRONMENT
DATE OF THE OBSERVATION:	WEEK OF $02/11 - 02/14$
SUBJECT/GRADE LEVEL/CLASS PERIOD:	Geometry Reg 10th Gr per 6
RECORD OF THE OB	
How does the Apprentice Teacher manage student be in an environment of respect?  Us. Mc Neill had deshes in row.  She promptly asked some stopened on her experience, she foward complementing on his a confrontation	league no Shad a test setting
How does the Apprentice Teacher effectively and safe students (For Science Apprentice Teachers specifically the Neill delegating to another student to be the classroom to make suffered to the classroom to make suffered to the stack.	ly address lab safety)?
How does the Apprentice Teacher manage classroom  Shickeyts were asked to get  they were entening the classical	procedures to maximize time for instruction?  supplies for class while  our.
How does the Apprentice Teacher establish classroom students?  Students were told befreh supposed to achieve. Mrs. Mrs. Mrs. were decisioned and	a standards that foster a culture of learning for all end wheel they were cheill promptly proceded help

COMMENTS FOR DEBRIEFING:	
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west the Pharton New Veill	
vine: Nis, KariS	
DAL MEER OF 02/11 - 02/14	IVASSIO SEL FORENCE
non Geometry Reg 10th for per 6	
OBSERVATION BELOW	
CLASSROOM MANAGEMENT TIP (TRY THIS!):	How dust the Annearize Teacher measure and
Scan classroom more often	to make sure
CLASSROOM MANAGEMENT TIP (TRY THIS!): Scan classroom more often there are no sleepers (D. w part of the time).	as just participadine
there are no sleepers ( N. w	us not payorajouring
pant of the time).	The second of the second the
pool of the same o	as "more working was the program
margara Legal Dr. Day	formers (common parameter)
	(C) rapportanentos
	equipment resident description and the Translater of
ing whitness on the selvero	Mis Me Me Che Che Michael
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no save good from our on	when the manner to
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	Marti
et markers for class while	the trader was the trade
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	they were exercised the class
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	supposed the questions of

APPRENTICE TEACHER:	Mrs. Heather Mc. Neill
OBSERVER:	Ms. Karis
FOCUS OF OBSERVATION:	TEACHING PREPARATION
DATE OF THE OBSERVATION:	<b>WEEK OF</b> $02/19 - 02/22$
SUBJECT/GRADE LEVEL/CLASS PERIOD:	Geom Hon 10th and 11th Gr, per 5
RECORD OF THE OB	SERVATION BELOW
How does the Apprentice Teacher use subject knowledge to des for all students?	distant contract regularity continuous and
used subject knowledge to create a "Bellworle" and a review worksheet.	
and a review workshe	et : million rang trails
How does the Apprentice Teacher demonstrate an awareness of and make use of materials, resources, technology, and equipment?	
Projector of the Smart were used during the	board and Elmo
were to to the total of the	
W	
How does the Apprentice Teacher prepare subject specific activ	ities to assess learning of all students?
Sta Every shideut wo	is asked to provide
an auswer to the sevieu	5 and a "unter" had
seconded the auswers	
How does the Apprentice Teacher demonstrate an awareness of individual student needs and make modifications to the instructional plan?	
Mrs. Mc Veill went beich	to the definition of
Mrs. Me Weill went buch to the definition of congnent axes, when she saw that a strictent herd	
trouble to applying it	

Question on proof from the Textbook part of the Homework had not been Make sure to do every proof of the Howeverli beforehaul. to ausur Change scat arrangement of couple hids that kept talking. were used during the leaven

and the second of the second and the second of the second

util or antimolition state, but a film needers (and delta) to historians as an arrowers without extrargue sits each soft Trang tenotraries

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APPRENTICE TEACHER:	Mr. Heather Me Neill
OBSERVER:	Ms. (Caris
FOCUS OF OBSERVATION:	Instruction and Delivery
DATE OF THE OBSERVATION:	WEEK OF 03/11-03/15
SUBJECT/GRADE LEVEL/CLASS PERIOD:	Geow Hon 10th and 11th
RECORD OF THE OB	SERVATION BELOW
How does the Apprentice Teacher demonstrate the a students in significant learning?	bility to teach the subject and cognitively engage all
Different activities oriented	I an diff types of learning — utting out and measurer of information about shapes
- hands on activity with	" in location about shouls
- With "brainstor min	4 mb. man
and	
How does the Apprentice Teacher communicate clear	
Communicates very we	ell, clearifies the task,
walks around to	malie sure every body
unclessta	incls
How does the Apprentice Teacher use questioning an participation and learning?	d assessment techniques to enhance students'
both written and oral	assessment aimed on
the prior and new knowledge.	
How does the Apprentice Teacher demonstrate flexibinstruction?	ility and responsiveness to students' needs during
	-1 0 ~ -1
Changes the as	signments to adjust
to the level of	f understandices

COMMENTS FOR DEBRIEFING:	I OCUMENT HORICIE
	аления Тиления
	CHARGOVIEG
	FOCUS OF OBSTRVATIONS
	PATE OF THE ORGANISMS
Coepantion 10th and 11th	Sripancrivilleatin LaverACL ass Pastions
SERVATION BELOW.	RECORD OF THE OR
	How does the Approxites Teacher demonstrate the al-
CLASSROOM MANAGEMENT TIP (TRY THIS!):	Equipment mentions as examinate as a secondarian as a sec
to address	leepers 1, more often (5)
	the days in Apprentice Teacher communicate dans
ell descripts the tack made and	
	the prior send ment the
	Year does the Appropries Teacher demonstrate finally have union?
regularity to adjust	
of understanding:	

APPRENTICE TEACHER:	Ms. fleather Me Neill
OBSERVER:	Eleva Karis
FOCUS OF OBSERVATION: E	QUITY AND INCLUSIVE DESIGN
	VEEK OF April 8-12
SUBJECT/GRADE LEVEL/CLASS PERIOD:	Seometry 10th per 5 ERVATION BELOW
RECORD OF THE OBS	ERVATION BELOW
How did the Apprentice Teacher allow students choice is related to different learning styles?  Ms. McNeill allowed students or in small groups.  Students could use multiplier proplems.	to work individually.
How did the Apprentice Teacher introduce the lesson, e through the activities, and summarize the lesson with the Ms. Me Neill pointed out connections with past went from one activity to	ffectively manage time for students to progress e students?
How did the Apprentice Teacher assess individual account the lesson?  Walked around rook  Work, asked shideuts	u looking at students
How does the Apprentice Teacher demonstrate an awar (gender, ethnicity, students who are learning the contens tudents with special needs)?  Used hands - on for deniving of cones.  Calls on both male and typical strictents  Generally students strictents	formula for a volume

Comments for Debriefing:
APPRIADORED TRACTURE   ALCS - Massachiest Dilly Neell
OBSERVERS CLOUR /CONS
FOURS OF OBSERVATION: - ROUTLY AND INCLUSIVE DESIGN
Date of the Observations West of Section 8-12.
Super-Agrange Transport Contraction of Contraction
RECORD OF THE OBSERVATION BELOW
Changing reals of the most talkative Students if they do not stay on
Changing reals of the most talkative
Childrents it they do not stan on
Sources of they
tosh
touch proplemen
Comments of America
and the state of t
How did the temperature I mehanistraduce the leavon effectively manage that for students in progress through the services, and consumering the besset with the moderate?
the thell meterial and court considerables and
server commencer is your application it and and the
Edward Tilens with perst Carrons
Cathe we have anothers work to work to the
the time the transfer of the t

man and the state of the state	Alm held the distriction and the second seco
APPRENTICE TEACHER:	Heather Me Neill
OBSERVER:	Eleva Raris
FOCUS OF OBSERVATION:	SUBJECT MATTER KNOWLEDGE
DATE OF THE OBSERVATION:	WEEK OF April 8-12
SUBJECT/GRADE LEVEL/CLASS PERIOD:	Geom Reg. 10th grade, per 6
RECORD OF THE OB	
How does the Apprentice Teacher demonstrate an understanding	ng of the subject?
Shows step by step solu	1:04,
Uses appropriate teening	ue.
Uses correct units for	riou, ue. area and fer linear dimensions
How does the Apprentice Teacher connect the content with prev	viously learned topics, future topics, and other subjects?
Uses areas of the in activity of the figures.	shapes learned before areas of composite
How does the Apprentice Teacher demonstrate an understanding subject?  Proceeds from early &	
How does the Apprentice Teacher demonstrate an understanding enhance student achievement?  Used content of Stoud	ag of state and national standards and use this knowledge to

COMMENTS FOR DEBRIEFING: Good to write All to examples to aux	he solutions of icl "plank outs	sthe problems -
Ms Me Neill ge		
		HOLDHO, ARI DATABLE
18 garde, see 6		
CLASSICOON WANACLINE VI TII (TKI		
Centract before	the stance	Uses areas of in activity of digares.

proceeds from way studyes to more ones.

of all broad side are the distributed and the material palls and the statement of the Commence of the last and the last an