

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	Ms. Heather McNeill
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 10 th Gr per 6

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?

Ms. McNeill had desks in rows because per 5 had a test sitting. She promptly asked some students to change seats based on her experience, she asked a "talkative" kid to move forward complimenting on his "sharp looks" to avoid confrontation 😊

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)?

Ms. McNeill delegating writing on the Elmo to another student to be able to walk around the classroom to make sure everybody was on track

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

Students were asked to get supplies for class while they were entering the classroom.

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

Students were told beforehand what they were supposed to achieve. Ms. McNeill promptly answered the questions and provided help

COMMENTS FOR DEBRIEFING:

APPRENTICE TEACHER:	Mr. Keating Mr. Vell
OBSERVER:	Mr. Kari
FOCUS OF OBSERVATION:	CLASSROOM ENVIRONMENT
DATE OF THE OBSERVATION:	WEEK OF 02/11 - 02/14
SIXTH GRADE LEVEL CLASS PERIOD:	Geometry Reg 10 th per 6

CLASSROOM MANAGEMENT TIP (TRY THIS!):

Scan classroom more often to make sure there are no sleepers (D. was not participating part of the time).



Mr. Keating delegating writing on the Elmo to another student to be able to walk around the classroom to make sure everybody was on track.

Students were asked to get supplies for class while they were entering the classroom.

Students were told different what they were supposed to collect. Mr. Keating promptly answered the questions and provided help.

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	Ms. Heather McNeill
OBSERVER:	Ms. Karis
FOCUS OF OBSERVATION:	TEACHING PREPARATION
DATE OF THE OBSERVATION:	WEEK OF 02/19 - 02/22
SUBJECT/GRADE LEVEL/CLASS PERIOD:	Geom Hon 10 th and 11 th Gr, per 5

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?

Used subject knowledge to create a "Bell work" and a review worksheet

How does the Apprentice Teacher demonstrate an awareness of and make use of materials, resources, technology, and equipment?

Projector of the Smart Board and Elmo were used during the lesson

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

Sta Every student was asked to provide an answer to the review and a "writer" had recorded the answers

How does the Apprentice Teacher demonstrate an awareness of individual student needs and make modifications to the instructional plan?

Ms. McNeill went back to the definition of congruent arcs, when she saw that a student had trouble to applying it

COMMENTS FOR DEBRIEFING:

Question on proof from the Textbook
part of the Homework had not been
answered.

Make sure to do every proof of the Homework
beforehand. ~~to answer~~

CLASSROOM MANAGEMENT TIP (TRY THIS!):

Change seat arrangement of couple kids
that kept talking.

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	Ms. Heather McNeill
OBSERVER:	Mrs. Lewis
FOCUS OF OBSERVATION:	INSTRUCTION AND DELIVERY
DATE OF THE OBSERVATION:	WEEK OF 03/11 - 03/15
SUBJECT/GRADE LEVEL/CLASS PERIOD:	Geometry 10 th and 11 th

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?

Different activities oriented on diff types of learning —
 — hands on activity with cutting out and measuring
 — work with "brainstorming" information about shapes and

How does the Apprentice Teacher communicate clearly and articulately?

Communicates very well, clarifies the task,
 walks around to make sure everybody understands

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

Both written and oral assessment aimed on the prior and new knowledge.

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

Changes the assignments to adjust to the level of understanding

COMMENTS FOR DEBRIEFING:

APPLICANT TEACHER:

OBSERVER:

FOCUS OF OBSERVATION:

DATE OF THE OBSERVATION:

SUBJECT/CLASS PERIOD:

RECORD OF THE OBSERVATION BELOW

CLASSROOM MANAGEMENT TIP (TRY THIS!):

to address sleepers
more often ☺

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	Ms. Heather McNeill
OBSERVER:	Elena Karis
FOCUS OF OBSERVATION:	EQUITY AND INCLUSIVE DESIGN
DATE OF THE OBSERVATION:	WEEK OF April 8-12
SUBJECT/GRADE LEVEL/CLASS PERIOD:	11. Geometry 10 th per 5

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?

Ms. McNeill allowed students to work individually or in small groups.

Students could use multiple methods to solve their 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?

Ms. McNeill pointed out similarities and connections with past lessons, went from one activity to the other in a timely fashion.

How did the Apprentice Teacher assess individual accountability for the student work accomplished in the lesson?

Walked around room looking at students work, asked students to share with class

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)?

Used hands-on for deriving formula for volume of cones.

Calls on both male and female students, by having ~~students~~ students work together so they can get help instead of being lost

COMMENTS FOR DEBRIEFING:

APPRENTICE TEACHER:

OBSERVER:

FOCUS OF OBSERVATION:

DATE OF THE OBSERVATION:

SUBJECT/GRADE/CLASS PERIOD:

RECORD OF THE OBSERVATION BELOW

CLASSROOM MANAGEMENT TIP (TRY THIS!):

Changing seats of the most talkative students if they do not stay on task

FOCUSED PROFICIENCY OBSERVATION

APPRENTICE TEACHER:	Heather McNeill
OBSERVER:	Elena Karis
FOCUS OF OBSERVATION:	SUBJECT MATTER KNOWLEDGE
DATE OF THE OBSERVATION:	WEEK OF April 8-12
SUBJECT/GRADE LEVEL/CLASS PERIOD:	Geom Reg. 10 th grade, per 6

RECORD OF THE OBSERVATION BELOW

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

Shows step by step solution,
 Uses appropriate technique.
 Uses correct units for area and for linear dimensions

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

Uses areas of the shapes learned before
 in activity of the areas of composite
 figures.

How does the Apprentice Teacher demonstrate an understanding of the philosophical and historical development of the subject?

proceeds from easy shapes to more
 complicated ones

How does the Apprentice Teacher demonstrate an understanding of state and national standards and use this knowledge to enhance student achievement?

Used content of standards in her examples

COMMENTS FOR DEBRIEFING:

Good to write All the solutions of the problems -
examples to avoid "blank outs".

Mrs. McNeill get out of situation gracefully 😊

CLASSROOM MANAGEMENT TIP (TRY THIS!):