### Focused Proficiency Observation

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| **Apprentice Teacher:** | **Heather McNeill** |
| **Observer:** | **Yasemin Sert** |
| **Focus of Observation:** | **Classroom Environment** |
| **Date of the Observation:** | **Week of February 12, 2013** |
| Subject/Grade Level/Class Period: | Geometry Reg/10th/6th |
| 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 used terms like “please”, “thank you for helping me to clarify” as well as “I appreciate” to build rapport and respect. She called students by their name. | |
| **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 adjusts overhead to try to assist students with reading. | |
| **How does the Apprentice Teacher manage classroom procedures to maximize time for instruction?**  Ms. McNeill had clear directions for the students in the activity. She asked students’ attention by saying “I do not see your eyes”. | |
| **How does the Apprentice Teacher establish classroom standards that foster a culture of learning for all students?**  Ms. McNeill created a culture for learning by asking students to show their boards during the activity. In this way, she assessed students’ understanding during instruction and gave feedback immediately. With foldable activity, Ms. McNeill encouraged students to write and organize their ideas, which they could refer in their future learning. The students were asked to use different term instead of “translate”, which was good for students’ long-term memory. Ms. McNeill created a safe environment about correcting errors by saying “wrong answers are good to learn”. | |
| Comments for Debriefing:  Great job emphasizing on taking one student error and discussing about it.  Classroom Management Tip (Try This!):  Writing the directions for the students is helpful for students to track.  Make sure there is no student off-task. | |

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| **Apprentice Teacher:** | **Heather McNeill** |
| **Observer:** | **Yasemin Sert** |
| **Focus of Observation:** | **Teaching Preparation** |
| **Date of the Observation:** | **Week of February 19, 2013** |
| Subject/Grade Level/Class Period: | Geometry honors/10th /5th |
| 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?**  Ms. McNeill focused on the definition of circle in the beginning of the review, which helped students think conceptually. | |
| **How does the Apprentice Teacher demonstrate an awareness of and make use of materials, resources, technology, and equipment?**  Ms. McNeill used the projector to show the answers/solutions to the students. She was not able to use smart board because it was broken. | |
| **How does the Apprentice Teacher prepare subject specific activities to assess learning of all students?**  Ms. McNeill reviewed the homework. In the review, She walked around and checked each student’s understanding. After the students finished the review, Ms. McNeill asked the answers of the worksheet to the students from up and down, which gave opportunity to Ms. McNeill to assess each student. | |
| **How does the Apprentice Teacher demonstrate an awareness of individual student needs and make modifications to the instructional plan?**  Ms. McNeill made a modification in one of the problem’s answer by saying, “I can make a mistake”, which showed students the importance of correcting mistakes. Ms. McNeill asked one student to write the answers on the board, so she walked around to focus on individual student’s need(s). At the end of the class, she gave an exit slip to check students’ understanding. | |
| Comments for Debriefing:  Good job focusing on the terminology and correcting your mistake.  Classroom Management Tip (Try This!):  Asking some students come to the board and solve problems is helpful for students to learn from their peers.  Applying different grouping method (based on the nature of problems) during the activity/review is useful in interactive learning. It also helps you to reach more students. | |

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| **Apprentice Teacher:** | **Heather McNeill** |
| **Observer:** | **Yasemin Sert** |
| **Focus of Observation:** | **EQUITY AND INCLUSIVE DESIGN** |
| **Date of the Observation:** | **Week of April 8, 2013** |
| Subject/Grade Level/Class Period: | Geometry honors/10th /5th |
| 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 started the class with do-now problem as a warm-up. Students were asked volume and total surface area of the solid (e.g. the prism that has a prism-shaped hole in it). The students could solve the problem with their method individually. Ms. McNeill distributed the students’ quizzes and asked them to talk with their peer first and then they talked together. In this way, the students could work individually, or work with other students. Ms. McNeill explained that the lateral area of a cylinder makes up the area of rectangle by peeling the paper out of the canned food. In addition, she used physical model, pictorial and symbolic representations during the class. Ms. McNeill also used rice to demonstrate the comparison of the volume of cone and cylinder after the students’ guesses. She poured rice into the cone to fill in the cylinder. And the students came up three cone of rice fill in the cylinder. This gave learning opportunity for visual learners. | |
| **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 told the students how much time they need to finish the task (e.g. 4 minutes to finish the activity and one minute to compare your solutions). | |
| **How did the Apprentice Teacher assess individual accountability for the student work accomplished in the lesson?**  Ms. McNeill started the class with warm-up that students completed individually. Students had a separate worksheet of activity to demonstrate their work. When Ms. McNeill realized that a student had a question about calculation the total area of the solid, she stopped the lesson and explained the calculation of the area of each part of the solid. She walked around to check individual student learning. | |
| **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)?**  Ms. McNeill solved the problems in different ways when the students needed help. | |
| Comments for Debriefing:  Great job using the real –world applications (e.g. using canned food to show the lateral area of cylinder is a rectangular), making connection between the terms for different contents (e.g. perimeter for polygon vs the circumference for circle), encouraging students to draw geometric shapes (e.g. right and oblique cylinder) and to define the terms (e.g. cylinder).  Classroom Management Tip (Try This!):  Please make sure that your pace is not fast. Foster more discussions for students to construct the knowledge. | |

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| **Apprentice Teacher:** | **Heather McNeill** |
| **Observer:** | **Yasemin Sert** |
| **Focus of Observation:** | **Subject Matter Knowledge** |
| **Date of the Observation:** | **Week of April 10, 2013** |
| Subject/Grade Level/Class Period: | Geometry Reg/10th/6th |
| Record of the Observation Below | |
| **How does the Apprentice Teacher demonstrate an understanding of the subject?**  Ms. McNeill started the class with a real-world application about areas of circles and sectors (e.g. pizza problem). The problem included sub-questions about the needed knowledge to solve the problem. Ms. McNeill provided an environment that students constructed the knowledge rather than constructing the knowledge for them by asking questions (e.g. Does the information about the circle represent diameter or area?). Ms. McNeill demonstrated two ways for calculating the area of a sector (proportion and equation) to the students, so they were able to choose the way they felt comfortable with. When students asked whether they needed to memorize the formula, Ms. McNeill explained the conceptual understanding behind the formula by using part-whole relationship. Students were given another worksheet about calculating the areas of shapes (e.g. the shapes, which includes more than one polygon (e.g. parallelogram and trapezoid) on area grid paper. Students provided the steps and reasoning for the solutions on the worksheet. Students saw the geometric shapes in different positions rather than those they got used to. For example, the trapezoid position was different and some students could not believe the shape represented a trapezoid. | |
| **How does the Apprentice Teacher connect the content with previously learned topics, future topics, and other subjects?**  Ms. McNeill made a connection between one slice of pizza and the area of a sector. In addition, calculating the areas of shapes worksheet required students to use previously learned formulas of the shape. Ms McNeill made a connection between parallelogram and rectangle area formula by moving one right angle triangle on one side of the parallelogram to the other side. When students was questioning about the rhombus and parallelogram, Ms. McNeill reminded that rhombus is a special kind of parallelogram that has equal sides. | |
| **How does the Apprentice Teacher demonstrate an understanding of the philosophical and historical development of the subject?**  Ms. McNeill realized that mathematical proficiency is very essential for learning and teaching mathematics. She developed activities that facilitated the students’ mathematical proficiencies that include conceptual understanding, strategic competence, adaptive reasoning and productive disposition. | |
| **How does the Apprentice Teacher demonstrate an understanding of state and national standards and use this knowledge to enhance student achievement?**  Ms. McNeill demonstrated an understanding of state and national standards and using this knowledge to enhance student achievement by creating activities align with the standards. | |
| Comments for Debriefing:  Great job being flexible and responsiveness to the students’ needs (e.g. moving a more complex problem rather than practicing the order of the problems in the worksheet) and showing care to the students (e.g. one student had a question about rounding by using a calculator. She did not forget and found the student to respond his question after the class.  Classroom Management Tip (Try This!):  Please measure and use the real angles in the problem (e.g. 104 and 42), otherwise students would estimate and find the answer without calculation or change the structure of the problem. Make sure about the purpose of warm-up problem, it needs to align with the objective of the day you teach and be double-checked. | |