

<b>UTEACH TEACHER:</b>	<b>NAME</b>
<b>OBSERVER:</b>	<b>NAME</b>
<b>DATE OF THE OBSERVATION:</b>	<b>DATE</b>
<b>SUBJECT/GRADE LEVEL/CLASS PERIOD:</b>	<b>GEOMETRY/10<sup>TH</sup>/3<sup>RD</sup> BLOCK</b>

<b>CONTENT</b>	
<b>Indicator</b>	
<b>4.1</b> The mathematics or science content chosen was significant, worthwhile, and developmentally appropriate for this course (includes content standards covered, as well as examples and activities chosen by teacher).	
<b>Evidence:</b> <i>Most of today's class period was devoted to a consideration of the concepts of elevation and depression. The UTeach Teacher introduced the topic by engaging the students in defining the terms and understanding their relevance to geometry. He explained how architects design ramps for buildings to comply with provisions of the Americans with Disabilities Act, specifically discussing how to calculate the required angle and length of a ramp when given the height to be attained. The students considered the functionality of sine, cosine, and tangent functions. Students were divided into three groups, with each group going to the chalkboard to solve various problems (from real world circumstances) determining angles of elevation and depression when given the sides of triangles, and determining heights and distances when given angles. Each group of students solved problems at the board at least once. Class members who remained at their desks were expected to solve the problems and participate in the explanations. All students were thus provided with opportunities to participate actively and contribute meaningfully to the day's learning activities. Student interest and involvement remained high throughout the lesson.</i>	
<b>4.2</b> 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.).	
<b>Evidence:</b> <i>The UTeach Teacher introduced the subject very effectively, using the chalkboard extensively. While the concepts were first introduced by The UTeach Teacher in a direct-teach approach (using examples and explaining the concepts step-by-step), he soon engaged the students in expanding the explanations and solving problems. The class quickly became highly interactive and remained so for the remainder of the period. In board work and independent desk work, students effectively constructed their own understandings of the concepts.</i>	
<b>4.3</b> Teacher written and verbal content information was accurate.	
<b>Evidence:</b> <i>The UTeach Teacher spoke clearly and loudly enough to be heard throughout the classroom. He used standard English and correct grammar. His writing on the chalkboard was bold and clearly legible from all parts of the room. The UTeach Teacher provided understandable verbal explanations of the subject matter; confusion and misunderstanding were minimal. Subject matter content was accurate and easy to understand.</i>	
<b>4.4</b> Formal assessments used by teacher (if available) were consistent with content objectives (homework, lab sheets, tests, quizzes, etc.).	
<b>Evidence:</b>	
<b>4.5</b> Elements of mathematical/scientific abstraction (e.g., symbolic representations, theory building) were used appropriately.	
<b>Evidence:</b> <i>The UTeach Teacher consistently uses appropriate terminology, signs, symbols, abbreviations, and nomenclature in discussing the material.</i>	
<b>4.6</b> During the lesson, it was made explicit to students why the content is important to learn.	
<b>Evidence:</b> <i>Commendably, The UTeach Teacher used real-world examples of events to demonstrate the practical use of geometry in everyday life, thus making clear the applicability and importance of the subject matter.</i>	
<b>4.7</b> Appropriate connections were made to other areas of mathematics or science and to other disciplines (including non-school contexts).	
<b>Evidence:</b> <i>The UTeach Teacher clearly explained the interrelationship between math, science, industry, and technology.</i>	
<b>4.8</b> During the lesson, there was discussion about the content topic's role in history or current events.	
<b>Evidence:</b> <i>All of the problems presented for student consideration and solution were related to contemporary circumstances and events in society.</i>	

**OVERALL RATING FOR CONTENT (CIRCLE ONE NUMBER)**

Students learning <b>inaccurate</b> content knowledge	Students learning <b>superficial</b> content knowledge	Students learning <b>adequate</b> content knowledge	Students learning <b>good</b> content knowledge	Students learning <b>deep, fluid</b> content knowledge
<b>UNSATISFACTORY</b>	<b>BEGINNING COMPETENT</b>	<b>COMPETENT</b>		<b>ADVANCED COMPETENT</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>xx3xx</b>	<b>4</b>

**Comments:**

*I thoroughly enjoyed observing your class today. It was nice to see you begin class, as you customarily do, by asking the students to engage with nearby class members in a discussion of the relevance of geometry in everyday life. Be sure to monitor this time, though, to discourage off-task conversations. I really like the way you made it an interactive class, in the best sense of the term. It's almost always a good practice to ask students to "present" their understandings of concepts to the class using the chalkboard. Remember to compliment the students for contributing in this manner; remember, too, to be sure all class members are given opportunities to demonstrate their proficiency. You demonstrate good questioning strategies.*

*Today, for example, you asked, "What does elevation mean?" "What do elevation and depression have in common?" "Do they have any relationship?" "What do we know about the angle of depression?" "So which side does this correspond to?" "What ratio can we use to find the top side?" Each of these questions could have been directed to a specific student instead of to no one in particular. This is not to say that it is never appropriate to ask a question of the entire class. It's good sometimes to ask a question like this: "What ratio can we use to find the top side? Anybody?" That gives opportunities for volunteers to contribute without being called on. Just try to direct more questions to specific students and fewer to the class at large. During the time student groups are at the board, be sure you make it clear to the rest of the class that all class members are expected to solve the problems at their desks. You are using positive reinforcement more frequently: "Great question." "All right, good job, Group 1." "Inverse trig ratio. Good."*

*Still, I encourage you to take advantage of more opportunities to praise, affirm, encourage, and express gratitude. And remember to mention the students' specific names when offering compliments and expressing thanks. You did a good job correcting distracting behavior: "Back of the class: Listen to what Henry is saying." Later, when a student continued talking out of turn, you calmly called the student's name, and he immediately stopped the conversation. With additional experience, you will develop what I call a "panoramic view" of the classroom. You will then find it natural to make eye contact with each student during direct-teach. You will sense when a student is not focused. You will see when a student is nodding off (like Ari did today).*

*You will suspect a student is texting on her mobile phone when her eyes are focused downward instead of at you (like Tara, this morning). In the meantime, continue the practice of moving around the room, even when it's not particularly convenient to do so. Your physical proximity to the students during the instructional period is the best way to discourage off-task conversation and inappropriate activity.*

*Once again, you did a fine job today. Thanks a lot!*

**CLASSROOM MANAGEMENT TIP (TRY THIS!):**

*Try very hard to call on every class member during the 90-minute period if at all possible. Try to direct most questions to specific students, chosen randomly, and called on by name. Reduce the number of questions you just throw out to the class at large.*

**FIELD FOLDER:**

*Thank you for having an organized Field Folder. Be sure to document student behaviors (talking, sleepiness, hyper activity, helpfulness, etc.) as well as parental contact (positive and constructive) as the semester progresses.*