

UTEACH TEACHER:	NAME
OBSERVER:	NAME
DATE OF THE OBSERVATION:	DATE
SUBJECT/GRADE LEVEL/CLASS PERIOD:	MATHEMATICS/8TH/6TH PERIOD

LESSON STRUCTURE

Indicator

2.1 The lesson was well organized and structured (e.g. the objectives of the lesson were clear to students, and the sequence of the lesson was structured to build understanding and maintain a sense of purpose).

Evidence:

Again today, The UTeach Teacher planned and presented an impressively interactive lesson. In four groups of 6 or 7 students, class members explored features of various solid figures (pyramids, spheres, prisms, and cylinders). The UTeach Teacher borrowed several models of each figure from the UTeach resource collection. Group members had ample opportunities to handle the figures, remove nets and discover the various plane figures that comprised the three-dimensional figures, and write answers to questions posed on worksheets for each category of figures: "How many sides does each shape have? Vertices? Edges? What is the base of each of the shapes? How many bases does each shape have? What shapes comprise the figures? Draw the net of the figures. Name them." During the activity, every class member appeared to participate appropriately and contribute constructively to the group's discussion. To ensure that the activity proceeded at an appropriate pace, The UTeach Teacher made excellent use of a countdown timer. Five minutes were allowed for each rotation of models, and the time remaining was projected on the screen. Thus, students knew they were accountable for working efficiently to complete the assigned work within the allotted time.

2.2 The structure of the lesson allowed students to engage with or explore important concepts in mathematics or science (instead of focusing on techniques that may only be useful on exams).

Evidence:

Students, individually and with their group peers, examined the 3-D models, exploring concepts related to the worksheet questions.

2.3 The structure of the lesson included opportunities for the instructor to gauge student understanding.

Evidence:

While students worked, The UTeach Teacher circulated continuously around the room, checking students' work, responding to questions and reminding the groups to work collaboratively to arrive at answers to the questions on the worksheets.

2.4 The lesson included an investigative or problem-based approach to important concepts in mathematics or science.

Evidence:

As mentioned in previous observation reports, The UTeach Teacher's teaching style favors interactive learning activities, so students are expected to contribute constructively and participate actively in learning and applying concepts of the day's lesson. Importantly, when individual students raise questions or offer comments regarding specific concepts under consideration, The UTeach Teacher provides accurate and responsive replies.

2.5 The teacher obtained and employed resources appropriate for the lesson.

Evidence:

For today's learning activity, The UTeach Teacher brought plastic models of various sizes of solid geometric shapes (see 2.1, above). Pictures from the textbook, drawings on the chalkboard, even images projected on the screen cannot replace (or equal) actual hands-on opportunities for students to see, hold, disassemble, and manipulate the models being examined today. Also, as noted in previous observation reports, The UTeach Teacher makes excellent use of the chalkboard. Using bold strokes, his drawings are consistently accurate and legible. The UTeach Teacher also utilizes his tablet device frequently – and effectively – during the lessons.

2.6 The teacher was critical and reflective about his/her practice after the lesson, recognizing the strengths and weaknesses of their instruction.

Evidence:

The UTeach Teacher is typically, and professionally, reflective during debriefing conferences, welcoming questions and constructive criticism.

OVERALL RATING FOR LESSON STRUCTURE (CIRCLE ONE NUMBER)

Lesson was very poorly structured to assist student learning.	Lesson was poorly structured to assist student learning	Lesson was adequately structured to assist student learning.	Lesson was well structured to assist student learning.	Lesson was expertly structured to assist student learning.
UNSATISFACTORY	BEGINNING COMPETENT	COMPETENT		ADVANCED COMPETENT
0	1	2	3	xx4xx

Comments:

You continue to present well-planned and carefully organized lessons. Today's class was no exception. There was no opportunity for "boredom" today! I was impressed by your attention to detail in obtaining the models, preparing the worksheet with appropriate questions, and executing the lesson in a totally professional manner. Great job! You did a good job reviewing concepts that evidently presented problems on the recent test. It was good to see you engage so many students in reviewing the material.

By my count, you called on at least 15 class members, asking them to answer questions designed to confirm their own understanding of the subject matter and to help explain the concepts to other students. You also gave ample opportunities to volunteers to contribute, and several did so.

Finally, you directed at least four questions to the class at large, encouraging all students to consider the topic and participate in the discussion. While the composition of groups for lessons like today's is usually better done after careful consideration by the teacher, it seemed like your division of the students into four groups, largely on the basis of their proximity to classmates worked very well. I didn't observe any instances of indifference or inattention during the group work. I didn't keep count of the number of students you sent to the board to draw nets of the various solid figures—another "best practice" in teaching.

You continue to demonstrate very good questioning strategies, asking a lot of "Why?" questions. For example, Teacher: "Will all those triangles be congruent?" Student: "Yes." Teacher: "Why is that so?" You encourage intellectual curiosity by always responding to students' questions in an accurate and thorough manner. It was good to hear your terse reminder to a student whom you saw texting on his smart phone: "Jim, put it away." This is an example of an instance when "Please" isn't necessary.

I was glad to hear your announcement at the end of class: "I will be here for tutoring tomorrow at 8:00 a.m., and Friday during lunch." Thank you for making yourself available and accessible to the students.

You continue to impress me with your excellent work,

CLASSROOM MANAGEMENT TIP (TRY THIS!):

I encourage you again to take advantage of opportunities for positive reinforcement.

FIELD FOLDER:

Thank you for consistently having the UTeach Field Folder available and properly organized. That greatly facilitates the observer's work.