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| **Criteria** | **Exceptional**  **(5 points)** | **Acceptable**  **(3.5 points)** | | **Unacceptable**  **(0 points)** | **Comments** |
| **Coherence** | | | | | **Coherence Total Points: \_\_\_\_17\_\_ /20** |
| **Standard(s) & Objective(s)** | The objective(s) is/are closely tied to appropriate standards and are specific, measurable and observable. | The objective(s) is/are tied to appropriate standards and are somewhat specific, measurable and observable. | | The objective(s) is/are not closely tied to appropriate standards or are not specific, measurable and observable. | Yes |
| **Congruency** | All of the lesson components are highly congruent with the standard(s) & objective(s). | Most of the lesson components are congruent with the standard(s) & objective(s). | | Few or none of the lesson components are congruent with the standard(s) & objective(s). | yes |
| **Sequencing** | Breaks down complex tasks into appropriate increments and presents the material clearly and explicitly in a logical sequence. | Breaks down complex tasks and presents the material in a somewhat logical sequence. | | Does not break down complex tasks or present the material clearly in a logical sequence. | Transitions are a bit choppy |
| **Pacing** | The lesson is well paced and transitions are effective. | The lesson is fairly well paced and employs some effective transitions. | | The lesson is not well paced or transitions are ineffective. | Problematic. You give time times 5 minutes/6 minutes but you don’t honor the time. Pacing is hard. You assigned a timekeeper. If you create group roles, you explain the expectation of that role and hold students accountable. |
| **Criteria** | **Exceptional**  **(5 points)** | **Acceptable**  **(3.5 points)** | | **Unacceptable**  **(0 points)** | **Comments** |
| **Elements of Effective Instruction** | | |  | | **Elements Total Points: \_\_18\_\_\_\_ /25** |
| **Anticipatory Set** | Creative, engaging, and highly effective at focusing the learners’ attention and tapping prior knowledge. It requires active participation from learners and includes a clear statement of the learning objective. | Effective at focusing the learners’ attention and tapping prior knowledge. It requires participation from learners and includes a statement of the learning objective. | | Not effective at focusing the learners’ attention or tapping prior knowledge. It does not require participation from learners or it does not include a statement of the learning objective. | Bellwork: solve for X  Is this review? How are the students accessing prior knowledge? What is the prior knowledge?  Give students either verbal or written clues about the skills they need to be successful.  Students are collaborating on bellwork. It is nice to see students engaging in a converstation about math. |
| **Modeling** | Teacher clearly and explicitly models expected learning outcomes for the learners. | Teacher models some expected learning outcomes for the learners. | | Teacher does not model expected learning outcomes for the learners. | Teacher showed the solution and told students to write down the methods for solving problems.  Write down the vocabulary. The words are on the board, where are the defintions. It is difficult for students both write the words from the board and lilsten to the defintions.  When teaching vocabulary: the definition and/or an example needs to accompany the word. Either you give it to them or allow them an opportunity to look it up.  What are students supposed to do with the vocabulary? If they are supposed to use it, when? Why is it necessary for them to know these words?  If is not affective to give students written words on the smart board with no definition. Then rattle the defitintion off so quickly they can barely understand what you are saying.  When you ask a question, give student time to process it and answer. You are giving them the answer. They are tunning you out and simply copying off the board |
| **Guided Practive** | Clear, concrete, effective strategies provide opportunities for all learners to demonstrate understanding with support from the teacher. | Effective strategies provide opportunities for most learners to demonstrate understanding with support from the teacher. | | Ineffective strategies provide few opportunities for learners to demonstrate understanding with support from the teacher. | Directions for activity on board—journal entry.  Group work: leader, runner and timekeeper.  What are the responsibilities of each member of the group?  Give them time to do it. Problems written on board—group has six mintues to solve the problem. Then the runner writes the answer on the board.  Your directions are a bit muddled. Simplify:  1. Assign group roles  Leader  Runner  Timekeeper  Make sure you explain the responsibilities of each group member.  Ask the leaders of each group to raise their hands, then the timekeeper, and finally the runner.  2. Work as a team to solve the problem assigned to your group.  3. Once you have soved the problem, the runner write the answer on the board.  **Why are you explaining how to solve the problem? The group leader should get up and explain how the group solved the problem.**  **You erased the students’ work. The point is for the students to have ownership of their learning. When you erase their work and redo it, you undermine their work. Why should they put effort into something if you are going to redo it?**  **The goal is to have a student centered class. You still do 95% of the talking. The students should explain the process of sovling the problem. You diminish the value of their work when you earase it and talk over their work.** |
| **Closure** | Concise closure is provided that requires active participation from learners and effectively reinforces the learning objective(s). | Closure is provided that requires some participation from learners and reinforces the learning objective(s). | | Inadequate or missing closure. | On the board, exit ticket. |
| **Independent Practice** | Instructions are extremely clear and anticipate difficulties. Tasks ensure that all learners possess the requisite knowledge and skills to succeed. | Instructions are somewhat clear and may anticipate difficulties. Tasks ensure that most learners possess the requisite knowledge and skills to succeed.  4 | | Instructions are unclear or do not anticipate difficulties. Tasks do not ensure that learners possess the requisite knowledge and skills to succeed. | Pacing out homework. These are from problems we worked on this week. |
| **Criteria** | **Exceptional**  **(5 points)** | **Acceptable**  **(3.5 points)** | | **Unacceptable**  **(0 points)** | **Comments** |
| **Responsive Instruction** | | |  | | **Responsive Instruction Points: \_\_11\_ /15** |
| **Check for Understanding** | Teacher uses ongoing and varied strategies to check for understanding. | Teacher uses at least one strategy to check for understanding. | | Teacher does not check for understanding. | I saw you check the notebooks, how do you know they are ready for the Journal Entry and Think/Share activity? You talked though the juice and banana problem without meaningful input from students.  Although you used more than one strategy, I could not tell if your students are proficient. You have to allow them think time and elicit answers from them. You cannot continue to talk over them and give them the answer if you expect them to learn how to work independently. |
| **Monitor and Adjust** | Teacher continually and effectively adjusts instruction as student needs indicate. | Teacher adjusts instruction as student needs indicate. | | Teacher does not adjust instruction as student needs indicate. | Walked around the class providing support for students as they worked on the jounal entry problem.  Answered questions about the problems for groups |
| **Differentiation** | Effectively meets the needs of all students by differentiating instruction to accommodate for varied abilities and learning styles. | Attempts to meet the needs of all students by differentiating instruction to accommodate for varied abilities and learning styles. | | Does not effectively meet the needs of all students by differentiating instruction to accommodate for varied abilities and learning styles. | Suggestion. A couple of groups finished early. Have a paper/3X5 card with a “difficult” problem on it. Give it to the group, tell them they get 5 pts extra credit if they can solve it and write a written explaintion of their work before the othe groups finish. |
| **Classroom Management** | | |  | | **Management Total Points: \_\_\_7\_\_\_ /10** |
| **Relationships** | Demonstrates positive and respectful relationships with all students. | Demonstrates somewhat positive and respectful relationships with all students. | | Does not demonstrate positive and respectful relationships with all students. | Engagement is much better. Students are responding to you.  **You are still doing the majory of talking. Group work should not turn into a lecture.** |
| **Procedures and Routines** | Runs an efficient classroom; uses effective classroom management strategies to eliminate disruptive activity and maximizes instructional time. | Runs a somewhat efficient classroom; uses classroom management strategies to minimize disruptive activity and makes good use of instructional time. | | Does not run an efficient classroom; does not use effective classroom management strategies to minimize disruptive behavior or make good use of instructional time | Student put away phones and headphones when asked. They know how to get and use their notebooks. Tardies still a problem. Over all much better.  Girls are spending 5 to 7 minutes in the restroom. Too much time out of class. |
| ***NOTE: Student Teachers who receive any Unacceptable ratings on Clinical Observation #3 will not receive credit for Student Teaching, regardless of point standing in the course.*** | | | | | **Total Points out of 70: 53**  **= \_\_76\_\_\_\_\_\_ %** |

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| **Additional Comments** |
| **I enjoyed reading your students’ responses about how math connects to their lives. How did the posters turn out? Could you hang them in your room?**  **When working in groups, if you assign roles, you have to tell the studnets the responsibility of each role. The only defined repsonpitlity was the runner. Say timekeeper makes sure group finishes on time. Leader explains to the class how the group sovled the problem.**  **Please remember, you are NOT the learner in the room. You are the teacher. As the teacher, you facilitate student learning. By the end of the class, I know that you know how to solve these problems in two different ways. I do not know for sure that the students know how because you did not allow them to demonstrate their learning. You erased it and talked over them.** |

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| **Goals for Next Observation** |
| The Student Teacher’s goals for areas needing improvement on the next clinical observation will be outlined below.  The goals should be focused on areas marked “Unacceptable” on this clinical observation. |
| Area(s) marked “Unacceptable” are:  **While no area was completely unexceptable, you still need to work on think time, formative assessments and group work.**  A summary of the conversation between the Observer and the Student Teacher regarding the deficiency:  Actions the Observer will take to help address deficient area(s) are:  Actions the Student Teacher will take to address deficient area(s) are: |

Student Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_