

Teacher Intern: Hannah Schafer

Observer: Charmaine Dixon

Date: 2/4

School: FDHS - APS

Subject/Lesson Topic: Pre-Cal Grade Level: 11-12

Directions: This rubric is aligned to INTASC and TAPS Standards. The first page provides opportunity for an overall summary of Observed Strengths/Improvement/Comments. In the feedback section, please write specific evidence and/or comments observed for each indicator throughout the lesson. The Rubric is included for reference. Mentor Teachers may use this rubric to observe and provide regular feedback; University Supervisors use this rubric to observe, provide feedback, and enter observation scores on the electronic rubric via iCollege. The Teacher Intern should scan the handwritten documents, or upload word-processed copies of each observation to iCollege.

Observed Strengths:

Gave real world examples to help students understand properties used in matrices.

Used Nearpod as a way to give 1-to-1 attention to struggling students and engage the whole class using the same example

Suggestions for Improvement:

Continue to give different examples of matrices also using the visual of Rows ~~X~~ columns as another way to show the multiplication. Allow 1 or 2 students to explain the example to the class in their own words.

Overall Comments:

Great job on how you explained the point system to the students as you did the Review on Nearpod. Students were engaged in the lesson with you & each other.

Charmaine Dixon

Observer's Signature

Hannah Schafer

Teacher Intern Signature

Observation of Field Performance Instrument

INDICATOR	Observation Notes
PROFESSIONAL KNOWLEDGE	
1-PK: Knowledge of the Learner & Identity Development	Used academic language to relate the vocabulary to the lesson & Real world context. Proficient knowledge in anticipating the misconception of multiplying matrices & gave multiple examples to help different learners.
2-PK: Content Knowledge	
3-PK: Academic Language	
4-PK: Pedagogical Content Knowledge	
5-PK: Criticality	
INSTRUCTIONAL DELIVERY	
1-ID: Learner Engagement	<u>Overall Proficient:</u> Students used the white boards which shows modification of different levels of students. Students were actively engaged and helped to facilitate the lesson to others.
2-ID: Use of Technology	
3-ID: Differentiation/Universal Design for Learning (UDL)	
ASSESSMENT OF AND FOR LEARNING	
1-AL: Assessment for Learning	<u>Overall Proficient:</u> Students used a formative assessment to show new learning. all students practiced how to get the maximum credit for each question which proved to be helpful.
2-AL: Provides / Models Feedback	
LEARNING ENVIRONMENT	
1-LE: Positive Learning Environment	Students demonstrated Class room expectations and positive student to teacher interactions. The environment was safe & open for students to be willing to take risk on their learning.
2-LE: Classroom Facilitation	
3-LE: *Classroom Safety	
STRENGTHS:	Great use of technology for lower level students. Great class room environment and engagement. Anticipate student misconception & continue to give different examples.
AREAS FOR IMPROVEMENT:	
STRATEGY:	
	Continue to practice wait time to give all students a chance to participate. Think about a time frame to use like 1-2 minutes of think time.