### Focused Proficiency Observation

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| **Apprentice Teacher:** | **Amber Pettit** |
| **Observer:** | **MJ Booher** |
| **Focus of Observation:** | **Classroom Environment** |
| **Date of the Observation:** | **Week of April 2-10** |
| Subject/Grade Level/Class Period: | Honors Chemistry-10/11/12- 1 & 2 |
| 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?**  There’s a little “crew” in the back of the room that often is carrying on their own conversations during instruction. We have discussed this but it is still occurring. She has started to ask those who are talking to each other “do you have any questions?” Hopefully this may direct more students to the task at hand. | |
| **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)?**  This has been good. | |
| **How does the Apprentice Teacher manage classroom procedures to maximize time for instruction?**  Because her pace is so slow, this has been an ongoing problem. | |
| **How does the Apprentice Teacher establish classroom standards that foster a culture of learning for all students?**  There has been a lot of encouragement to actually do homework and to respond lately. | |
| Comments for Debriefing:  I feel like these comments would make someone think I don’t like Amber or that I don’t think she’s doing a good job. That’s not the case. She is very receptive to corrections and suggestions, but must come to class on a daily basis better prepared and have a better feel for “what do I want to get done (or across) today?” There is still WAY TOO MUCH “down time” during the lesson waiting for responses.  Classroom Management Tip (Try This!):  Be a little more forceful in asking questions that lead to what we want them to know. Much more “how do you know?” “why?” questions should be directed. | |