

<b>UTEACH TEACHER</b>	<i>NAME</i>
<b>OBSERVER</b>	<i>NAME</i>
<b>DATE</b>	<i>DATE</i>

## FEEDBACK

<b>P</b>	<p><i>Good job of having the agenda posted on the front board so the students see the flow of the lesson for the day (Warm Up, Notes, Homework).</i></p> <p><i>You did a good job circulating during the warm up and assisting as needed. Use this time also to find students who are completing the task successfully to present their answers to their peers. You did a good job of asking questions of the students to lead them through the problem, but it is even more empowering to the students to see a peer complete the work.</i></p>
<b>L</b>	<p><i>Good job of asking students what they would like to do (go over homework or just start into the notes).</i></p> <p><i>You stated that you were going to give notes but you did an excellent job of asking the students to work the problems first on their own before you talked about the problems and the overall notes. Continue to use your overhead timer to help students work better within their time restrictions as they SEE the time slowing passing by.</i></p> <p><i>You did a good job circulating and assisting students as they worked. Do redirect off task chatter and encourage the students to speak about the mathematics.</i></p>
<b>A</b>	<p><i>Great questions directed to students to help them understand the similarities and differences in the u-substitution problems. You did a nice job of connecting the old material to the new material of adjusting the indices to match the variable.</i></p> <p><i>During the completion of the notes, you did a nice job of calling on students to assist in formulating the steps and you did not give up on Jacob as he struggled to answer the questions. You made the environment comfortable for him to give you some answers and then have other students assist in the final steps. You even went back to Jacob to make sure he understood the missing step he did not initially understand.</i></p>
<b>N</b>	<p><i>Good job of stating to the students what the future expectations are for homework and tests.</i></p>

## GENERAL FEEDBACK:

*Good job of standing at the door at the beginning of class and directing students to their groups.*

*Increase the volume of your voice when giving instructions to the students at the beginning of the class.*

*Be consistent about redirecting off task chatter. The students talking at the beginning of the class about traveling to Houston and then texting to his friend is a student you will want to redirect and focus on completing the warm up.*

*Good use of the overhead timer to help the students see the time restriction under which they are working. Be sure to alert the students that the timer is counting down so that they start the task and work in a time efficient manner.*

*Excellent questioning as you circulated to help lead the students through the problems without giving them the answer.*

*Your writing is neat and your explanations are clear in explaining the complex mathematics topics.*