

# UABTeach EHS 326/EHS 535/EHS 537 CLASSROOM INTERACTIONS/Methods I Math & Science TEACHING FEEDBACK FORM

**Observer Name:** \_\_\_\_\_ **Observer Role:** *(please circle)* Mentor Teacher    Instructor/TA    Field Supervisor (Master Teacher)

**UABTeach/AMP Candidates:** \_\_\_\_\_ **Class/Subject Area:** \_\_\_\_\_

A. PREPARATION AND PROFESSIONALISM (UABTeach/AMP candidate(s) ...)	Strongly Evident	Evident	Keep Working	Evidence/Comments (note if indicator is not observed)
1. Arrive on time (at least 15 minutes early)				
2. Are organized and well prepared for the lesson				
3. Manage the lesson time well				
4. Manage the lesson materials well				
5. Behaves in a way that displays an understanding of adolescents and/or young adults				
6. Maintains positive working relationships with all members of the school community (peers, families, community agencies, and community members).				
B. CLASS MGMT/PARTICIPATION/RAPPORT (UABTeach/AMP candidate(s) ...)	Strongly Evident	Evident	Keep Working	
1. Maintain a welcoming and productive classroom environment				
2. Use student names & interact in a kind/encouraging way				
3. Create an environment where each student has the opportunity to participate and is respectfully held accountable for participating				
4. Are responsive to student needs and questions. (ex. Recognizing opportunities to advocate for students)				
5. Circulate around the classroom and use proximity to support students				
6. Engage students in a manner that encourages students' persistence and best efforts in mathematics or science				
C. MEANINGFUL LEARNING EXPERIENCES (UABTeach/AMP candidate(s) ...)	Strongly Evident	Evident	Keep Working	
1. Connect lesson mathematics or science content to the lives and interests of the students				
2. Communicate lesson objectives and student expectations frequently and clearly				
3. Provide clear instructions for the students, communicate instructions in multiple ways, and check for understanding				
4. Use inquiry to actively engage students with important STEM concepts/practices/skills (ex.				

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making predictions, collecting/ interpreting data, communicating explanations, constructing/ analyzing models, conceptual understanding, procedural fluency)				
5. Address student alternate conceptions				
6. Create lesson activities that include open ended tasks and allow for a variety of student responses				
7. Encourage students to create original products that illustrate their reasoning (ex. models, illustrations, diagrams)				
8. Provide opportunities for students to work collaboratively				
9. Use strategies to enable successful group work and participation by all group members				
<b>D. QUESTIONS AND FORMATIVE ASSESSMENT (UABTeach/AMP candidate(s) ...)</b>	<b>Strongly Evident</b>	<b>Evident</b>	<b>Keep Working</b>	
1. Provide opportunities for students to discuss their responses and explain their reasoning				
2. Give students appropriate time to think and process responses (ex. wait time)				
3. Use a variety of techniques to assess student understanding				
4. Regularly monitor and assess student progress				
5. Pay attention to the progress of each student				
6. Ask open ended questions				
7. Are nonjudgmental, accepting, and responsive to the answers provided by students				
<b>UABTEACH/AMP CANDIDATES WOULD LIKE FEEDBACK ON ...</b>	<b>Strongly Evident</b>	<b>Evident</b>	<b>Keep Working</b>	

\*AMP=Alternative MA candidate

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*All UABTeach/AMP students engaged and interacted with students throughout the lesson \_\_\_\_\_ yes \_\_\_\_\_ no. If no, please explain:*

**ADDITIONAL COMMENTS:**

**DATE:**

**START TIME:**

**Observer Name:**

**UABTeach/AMP Candidate(s):**

**SITE:**

**END TIME:**

**Observer Signature:**

**Candidate(s) Signature:**