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| **UTeach Teacher:** |  |
| **Observer:** |  |
| **Date of the Observation:** |  |
| **Subject/Grade Level/Class Period:** |  |

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| **Content** |
| **Indicator** |
| **4.1** The mathematics or science content chosen was significant, worthwhile, and developmentally appropriate for this course (includes content standards covered, as well as examples and activities chosen by teacher). |
| **Evidence:** |
| **4.2** Content communicated through direct and non-direct instruction by the teacher is consistent with deep knowledge and fluency with the mathematics or science concepts of the lesson(e.g. fluent use of examples, discussions and explanations of concepts, etc.). |
| **Evidence:** |
|  **4.3** Teacher written and verbal content information was accurate. |
| **Evidence:** |
|  **4.4** Formal assessments used by teacher (if available) were consistent with content objectives (homework, lab sheets, tests, quizzes, etc.). |
| **Evidence:** |
|  **4.5** Elements of mathematical/scientific abstraction (e.g., symbolic representations, theory building) were used appropriately. |
| **Evidence:** |
|  **4.6** During the lesson, it was made explicit to students why the content is important to learn. |
| **Evidence:** |
| **4.7** Appropriate connections were made to other areas of mathematics or science and to other disciplines (including non-school contexts). |
| **Evidence:** |
| **4.8** During the lesson, there was discussion about the content topic’s role in history or current events. |
| **Evidence:** |
| **Overall Rating for Content (Circle ONE Number)** |
| Students learning **inaccurate** content knowledge | Students learning **superficial** content knowledge | Students learning **adequate** content knowledge | Students learning **good** content knowledge | Students learning **deep, fluid** content knowledge |
| **Unsatisfactory** | **Beginning Competent** | **Competent** | **Advanced Competent** |
| **0** | **1** | **2** | **3** | **4** |
| **Comments:****Classroom Management Tip (Try This!):****MAIN SUGGESTIONS** |