

FOCUSED PROFICIENCY OBSERVATION #2

Planning & Instructional Delivery

APPRENTICE TEACHER:	Omer Gili
OBSERVER:	Chelsea Kamogly
FOCUS OF OBSERVATION:	
DATE OF THE OBSERVATION:	5/13/24
SUBJECT/GRADE LEVEL/CLASS PERIOD:	8th gr. science / 1st

RECORD OF THE OBSERVATION BELOW

How does the Apprentice Teacher use subject knowledge to design activities that promote interest, participation, and learning for all students?

Ms. Gili used her knowledge of content to create notes, powerpoint, activities, and a quiz

How does the Apprentice Teacher demonstrate an awareness of individual student needs and incorporate specific accommodations to these needs in the lesson plan?

Every student is very unique, and Ms. Gili does a great job of focusing on everyone as an individual. She made sure ESE students had their accommodations

How does the Apprentice Teacher demonstrate the ability to teach the subject through the integration of literacy strategies, verbalization of thought, and cognitively engage all students in significant learning?

Ms. Gili used notes, verbal questions, discussions, written work, + hands on activities. She used the pot to teach the content, while allowing students to use their own knowledge to complete post tasks.

How does the Apprentice Teacher communicate clearly and articulately?

Using powerpoints, notes, asking questions, diagrams, discussion

How does the Apprentice Teacher formative assessment techniques to enhance students' participation and learning (evident in lesson planning and classroom instruction)?

Ms. Gili gave a post quiz to assess knowledge

How does the Apprentice Teacher demonstrate flexibility and responsiveness to students' needs during instruction?

Many students were excited + had questions. Ms. Gili revolved around the room, asked questions, + answered questions.

COMMENTS FOR DEBRIEFING:

She is amazing! A few days this month I was sick or had another commitment + she took charge like the real teacher.

CLASSROOM MANAGEMENT TIP (TRY THIS!):