

## iteach Observation Log | Joel Pulis

Date	Time	Type	Page	Memo
1/31/2018	60	Classroom	2	UME Preparatory Academy, Smith (7th Science)
2/2/2018	60	Classroom	2	UME Preparatory Academy, Trubitt (HS, World Geo)
2/2/2018	60	Classroom	3	UME Preparatory Academy, Locke (7th TX History)
2/2/2018	60	Classroom	3	UME Preparatory Academy, Trubitt (HS, World History)
2/8/2018	48	Video	4	<a href="#">Middle School Social Studies Full Lesson</a>
2/8/2018	55	Video	4	<a href="#">"See, Wonder, Think"</a>
2/25/2018	70	Video	5	<a href="#">Socratic Seminars: Patience &amp; Practice Full Lesson</a>
2/26/2018	45	Video	5	<a href="#">Using Learning Partners for Peer Review Complete Lesson</a>
2/27/2018	95	Classroom	6	Hulcy STEAM Middle School, Munoz (7th TX History)
2/27/2018	95	Classroom	6	Hulcy STEAM Middle School, Munoz (7th TX History)
2/27/2018	45	Classroom	7	Hulcy STEAM Middle School (7th Grade SS/Science Teachers Action Meeting)
2/27/2018	95	Classroom	7	Hulcy STEAM Middle School, Munoz (7th TX History)
3/5/2018	46	Classroom	8	Greiner Middle School, Huggins (6th World Geography)
3/5/2018	46	Classroom	8	Greiner Middle School, Strickland (6th World Cultures)
3/5/2018	46	Classroom	9	Greiner Middle School, Monroe (6th World Cultures)
3/5/2018	48	Classroom	9	Greiner Middle School, Thomas (6th World Geography)
3/6/2018	46	Classroom	10	Greiner Middle School, Miller (Texas History, 7th)
3/6/2018	46	Classroom	10	Greiner Middle School, Sanders (US History, 8th)
3/6/2018	46	Classroom	11	Greiner Middle School, Bose-Kar (US History, 8th)
3/6/2018	48	Classroom	11	Greiner Middle School, Moreno (US History, 8th)
3/19/2018	0	Substitute	12	1st day teaching at Marsh Preparatory Academy (Pre-AP Science, 6th)
3/22/2018	55	Classroom	13	Marsh Preparatory Academy, Korzon (US History, 8th)
4/4/2018	55	Classroom	13	Marsh Preparatory Academy, Varela (Science, 8th)
4/5/2018	55	Classroom	14	Marsh Preparatory Academy, Cordtz (Science, 6th)
5/1/2018	0	Substitute	12	Last day teaching at Marsh Preparatory Academy (Pre-AP Science, 6th)
5/4/2018	55	Classroom	14	Marsh Preparatory Academy, Shisler (World Cultures, 6th)
5/4/2018	55	Classroom	15	Marsh Preparatory Academy, Kim (Math, 6th)
5/4/2018	55	Classroom	15	Marsh Preparatory Academy, Schurman (ELA, 8th)
5/4/2018	55	Classroom	16	Marsh Preparatory Academy, Roberts (Science, 8th)
5/4/2018	55	Classroom	16	Marsh Preparatory Academy, Varela (Science, 8th)
5/4/2018	55	Classroom	17	Marsh Preparatory Academy, Korzon (US History, 8th)
5/7/2018	80	Video	17	<a href="#">Using Fossils to Explore Continental Drift (Science, 6th)</a>
5/7/2018	45	Video	18	<a href="#">Testing for Starch in Liquids: Complete Lesson (Science, 5th)</a>
5/7/2018	35	Video	18	<a href="#">Using Science Games: Complete Lesson (Science, 6-8)</a>
	<b>30.3</b>	<b>TOTAL HOURS</b>		
	<b>24.0</b>	<b>Classroom</b>		<i>Observing at Greiner, Hulcy, and Marsh (Dallas ISD middle schools) + UME Prep (charter school)</i>
	<b>217.0</b>	<b>Substitute</b>		<i>3/19-5/1 : 31 days @ 7 hours, teaching at Marsh Preparatory Academy</i>
	<b>6.3</b>	<b>Video</b>		<i>Videos on the Teaching Channel website (<a href="http://www.teachingchannel.org">www.teachingchannel.org</a>)</i>
	<b>247.3</b>	<b>Total Hours</b>		

**In School Observations** School: UME Prep, Smith

<b>Date:</b> 1/31/10	<b>Grade Level:</b> 8 <b>Content Area:</b> Science	<b>Activity:</b> Warm ups, Test Review Labs	<b>Time In:</b> 8:20am <b>Time Out:</b> 9:25am <b>Total:</b> 1 hr. 5min
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**Reflection:**

A good class and a great teacher. She greeted students at door and quickly handled classroom business. Students immediately began their warm-ups, a brief exercise on a quarter sheet. After warm-ups, the teacher referred to a current event, the blue, blood moon from the night before. In 5 minutes, she reviewed for a test in the next period. For the next 30 minutes, students worked in teams of 2-3 moving through 6 stations & did independent lab work.

*Condis Smith*

Teacher Signature (if available)

**In School Observations** School: UME Prep, Trubitt

<b>Date:</b> 2/2/10	<b>Grade Level:</b> 9 <b>Content Area:</b> World Geography	<b>Activity:</b> Discussion Class work	<b>Time In:</b> 8:15 <b>Time Out:</b> 9:15 <b>Total:</b> 1 hr.
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**Reflection:**

Teacher employed balanced classwork: discussion & individual classwork. Class began with a warm-up: pulling up homework (a chart) from the night before and reviewing it. After class business, the instructor led a class discussion on the economic development of S-S Saharan Africa. In the second half of class, students worked independently on a prompt provided by the teacher.

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Teacher Signature (if available)

**In School Observations** School: UME Prep, Lovlee

<b>Date:</b> 2/2/18	<b>Grade Level:</b> <b>Content Area:</b> Texas History	<b>Activity:</b> warm up teaching lesson	<b>Time In:</b> 9:30 <b>Time Out:</b> 10:30 <b>Total:</b> 1 hr.
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**Reflection:**

Clear & compelling lesson; good classroom management; varied activities. Class began with a great warm up question that tied student's personal experience to the lesson of the day. While teaching through a slideshow, the instructor used/employed a good variety of activities: reading from book, discussion, pair & share with a partner, fill-in-the-blank worksheet/note.

*Lauri Lovlee*

Teacher Signature (if available)

**In School Observations** School: UME Prep, Trulitt

<b>Date:</b> 4/2/18	<b>Grade Level:</b> 9-12 <b>Content Area:</b> World History	<b>Activity:</b> Test review	<b>Time In:</b> 10:30 <b>Time Out:</b> 11:30 <b>Total:</b> 1 hr.
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**Reflection:**

I've seen good teaching & now "bad" teaching wholly unengaging for the students, boring! Poor management of class; students ridiculing the teacher behind his back; no clear consequence for bad behavior. Incorrectly stating & dogmatically claiming facts (eg. 5 presidents have been impeached). Failed to draw uninterested students into the lesson & even made no attempt.

Teacher Signature (if available)

**Video:** Middle School Social Studies Full Lesson (Teacher: Chris Korinek)

<b>Date:</b> 2/8/18	<b>Grade Level:</b> 7th <b>Content Area:</b> Social Studies	<b>Activity:</b> team exercise, worksheet, lecture	<b>Time In:</b> 9:14am <b>Time Out:</b> 10:02am <b>Total:</b> 48 min
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**Reflection:**

"Kool Catz" - working in teams, as an assembly line, students draw elements of "kool catz" (e.g, head, feet)
"listen up guys" - good classroom management and respect for teacher
1st time practice (2:44, for 3 M&Ms); 2nd time competition between tables (:42, for 5 M&Ms)
teacher gave clear instructions; reminders (check voice level; no yelling out)
exercise demonstrates concepts of: competition, incentive, quality/speed
recap/worksheet: 3 economic systems, economic goals (great synthesis question for recap)
good engagement, great questions; practical learning

  
Program Signature

**Video:** See-Wonder-Think: Interpreting Ancient Art Full Lesson

<b>Date:</b> 2/8/18	<b>Grade Level:</b> 6th <b>Content Area:</b> History	<b>Activity:</b> lesson w/ table discussion, independent work	<b>Time In:</b> 10:10am <b>Time Out:</b> 11:05am <b>Total:</b> 55 min
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**Reflection:**

(1) Intro, (2) Learning Target (read aloud), (3) Exercise-Observe; (4) Worksheet, (5) Share w/ Partner
Divide pairs in even and odds ("odds go first", switch) / Roll dice for answering - e.g. Table 2, Seat 5
Answering with complete sentences (not accepting one word answers) / Pencils down = finished
(6) Wonder - think of 3 questions about what you observe; (7) Share w/ Partner; (8) Think about ?s
Great discussion among students; good management of class
teacher employed creative way to teach and practice "thinking routines" and analysis
Wrap-Up: reviewed the 3 steps to analyze and interpret art (see=inspect for details; wonder=ask; think)

  
Program Signature

**Video:** Socratic Seminars: Patience & Practice Full Lesson

<b>Date:</b> 2/25/18	<b>Grade Level:</b> 9-12 <b>Content Area:</b> ELA, Poetry	<b>Activity:</b> Socratic seminar, discussing poetry	<b>Time In:</b> 11:20am <b>Time Out:</b> 12:30pm <b>Total:</b> 70 min
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**Reflection:**

(a) review/warm-up, (b) objectives/goals for class, (c) explain & walk thru process, (d) rubric, (e) discussion
4 Steps for analyzing evidence: (1) make a claim (can be argued against), (2) cite evidence, (3) identify the key poetic element that you want to focus on, (4) connect to theme with commentary
open ended, thought provoking, clear
student's goals: challenge, summarize, etc.
(e) discussion (half class discussing; other half observing), (f) coaching by observation partners, (g) switch
?s - Shining moment? (discussion group), Did they take your coaching to heart? (observers)

  
Program Signature

**Video:** Using Learning Partners for Peer Review Complete Lesson

<b>Date:</b> 2/26/18	<b>Grade Level:</b> 9 <b>Content Area:</b> History	<b>Activity:</b> learning to give feedback to partners	<b>Time In:</b> 9:53am <b>Time Out:</b> 10:38am <b>Total:</b> 45 min
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**Reflection:**

Warm & Cool feedback - system for giving constructive feedback
partners: give feedback about their writing (reminder about vulnerability)
Warm = supportive, strength oriented, focus on solutions, promotes positive learning
Cool = impersonal, needs oriented, focus on the problem, provides constructive criticism
Warm: "I really like how you..." "You did a great job at..." "It was clear that you worked hard on..."
Cool: "You may want to consider..." "Have you thought about..." "It was unclear to me when you..."
questions, comments, concerns / SOAP = Speaker, Occasion, Audience, Purpose

  
Program Signature

**In School Observations:** Hulcy STEAM Middle School (Dallas ISD) / **Victoria Munoz** (Observed Teacher)

<b>Date:</b> 2/27	<b>Grade Level:</b> 7th <b>Content Area:</b> TX History	<b>Activity:</b> Notes, Study, working on Interactive Notebooks	<b>Time In:</b> 8:50am <b>Time Out:</b> 10:25am <b>Total:</b> 95 min
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**Reflection:**

(a) Warm-up, (b) Cornell Notes (10 min), (c) Pair & Share questions (5 min), (d) Group work (working on a chart in student's Interactive notebook using textbook and slides prepared by teacher on Chromebooks on their desks (30 min), (e) Cornell Notes (cont'd) - filling in chart of movements (2 facts and a picture)
(f) DOL (demonstration of learning?) - no notes, no textbooks, show best practices (underlining, strikeout)
clear instructions
well disciplined class / teacher has evidently developed a good class culture and has respect of students
teacher defined the objectives for the day (SWBAT = students will be able to, the learning goal)

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Teacher Signature (if available)

**In School Observations:** Hulcy STEAM Middle School (Dallas ISD) / **Ms. Munoz** (Observed Teacher)

<b>Date:</b> 2/27	<b>Grade Level:</b> 7th <b>Content Area:</b> TX History	<b>Activity:</b> Notes, Study, working on Interactive Notebooks	<b>Time In:</b> 11:20am (12:10 lunch) <b>Time Out:</b> 1:30pm <b>Total:</b> 95 min
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**Reflection:**

This was the second time to observe Ms. Munoz's class. At first, I thought this might be unproductive.
However, in hearing the same lesson a second time, I was able to consider ways that I would change/edit her approach. The teacher gives quite a few reminders to the students as they enter the room. Is there a better way to approach this (e.g., rewarding proper following of procedures, consequences for not).
How to incorporate routines in the beginning of class (e.g., enter, backpacks up, start warm-up, ...)
The warm-up question was vaguely worded: What major issues is our country facing? (probably could be better tied to social change - In what ways are people seeking change in our country right now? What movements are currently underway? OR Tie the issue to student's experience (e.g., changes they'd like to see at the school (e.g., a different menu in the cafeteria, changes to dress code policy)

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Teacher Signature (if available)

**In School Observations:** Hulcy STEAM Middle School / 7th Grade Social Studies Teachers Meeting

<b>Date:</b> 2/27	<b>Grade Level:</b> 7th <b>Content Area:</b> History/Science	<b>Activity:</b> Action Planning meeting	<b>Time In:</b> 1:50pm <b>Time Out:</b> 2:35pm <b>Total:</b> 45 min
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**Reflection:**

In this huddle of three 7th grade science and social studies teachers (alternate days), I witnessed a good representation of faculty and administration interactions. The school's principal was present for the first half of the meeting. She seemed most focused on the acquisition of certain measurements from the teachers and was primarily all business and not very relationally connected with the teachers.
The teachers briefly discussed their collective curriculum calendars. No one seemed to be in charge and the purpose of the meeting was questionable in my opinion. They seemed to be having a meeting just to have a meeting. Mostly the teachers did individual prep which wasn't the stated purpose of the period. It was a good reminder of the patience that will be required in the face of bureaucratic challenges

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Teacher Signature (if available)

**In School Observations:** Hulcy STEAM Middle School (Dallas ISD) / **Ms. Munoz** (Observed Teacher)

<b>Date:</b> 2/27	<b>Grade Level:</b> 7th <b>Content Area:</b> TX History	<b>Activity:</b> Notes, Study, working on Interactive Notebooks	<b>Time In:</b> 2:40pm <b>Time Out:</b> 4:15pm <b>Total:</b> 95 min
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**Reflection:**

It was great watching an entire day of action in one class! Although the objective and lesson were the same, each class had a different culture and/or energy. The teacher had to adapt and be flexible in terms of: students' pace, (some classes worked faster than others), discipline issues (e.g, the class after lunch and the final period had more energy than 1st period), and the teacher's energy (she seemed understandably tired by the last period). When teaching the content multiple times in a day, the challenge seems to be how to keep up the energy and make sure that later periods don't suffer. But it also seems that the earlier periods might not get the best version for any kinks might get worked out as you go. Hulcy's schedule seems tough - 90+ minutes per period (hard work to keep focus; must have a really good plan and enough activities to keep students engaged and busy).
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Teacher Signature (if available)

**In School:** Greiner Middle School (Dallas ISD) Huggins

<b>Date:</b> 3/5/18	<b>Grade Level:</b> 6th <b>Content Area:</b> History World Geo	<b>Activity:</b> vocabulary worksheet videos	<b>Time In:</b> 8:25 <b>Time Out:</b> 9:11 <b>Total:</b> 46 min
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**Reflection:**

Students are well behaved but also low energy (Monday morning?)  
 How to increase engagement? How to connect "ek" to students?  
 Students did individual work, researching a list of vocabulary words. Teacher employed 2 videos (BBC & Channel one) to raise awareness of current events. The class discussed the Arab/Israeli Conflict & worked on a worksheet.

*Angela Huggins*  
 Teacher Signature

**In School:** Greiner Middle School (Dallas ISD) Strickland

<b>Date:</b> 3/5/18	<b>Grade Level:</b> <b>Content Area:</b> World/Cultures	<b>Activity:</b> Warm up diagram discussion	<b>Time In:</b> 9:15 <b>Time Out:</b> 10:01 <b>Total:</b> 46 min
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**Reflection:**

Teacher employed & reinforced good classroom management (eg. entering room, noise levels, etc). The learning objective was clearly posted & the activities centered on the "ek's". The warm-up reviewed the previous weeks knowledge. Students worked well as a group. The teacher empowered learning, asking students to fill in a Venn diagram based on the previous info. The entire class then worked together to contribute to the full diagram.

*Alfred Strickland*  
 Teacher Signature



**In School:** Greiner Middle School (Dallas ISD) *Monroe*

<b>Date:</b> 3/5/18	<b>Grade Level:</b> 6 <b>Content Area:</b> World Cultures	<b>Activity:</b> Do Now Lecture/Notes Group Work	<b>Time In:</b> 10:05 <b>Time Out:</b> 10:51 <b>Total:</b> 46 min
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**Reflection:**

<p>Good class management, respectful students</p> <p>"Do Now" was a good review of previous knowledge</p> <p>Lecture &amp; notes were informative</p> <p>Good flow &amp; variety of activities</p> <p>Group work seemed productive</p> <p>✓ Slides needed imagery</p> <p>Teacher could have tied topic (Russia) more to current events (eg. trump, doping, Syria, etc)</p>
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*[Signature]*  
Teacher Signature

**In School:** Greiner Middle School (Dallas ISD) *Thomas*

<b>Date:</b> 3/5/18	<b>Grade Level:</b> 6 <b>Content Area:</b> World Cultures	<b>Activity:</b> warm-up lecture Worksheet	<b>Time In:</b> 11:25 <b>Time Out:</b> 12:13 <b>Total:</b> 48 min
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**Reflection:**

<p>Lots of productive energy! Inquisitive, challenging, engaging</p> <p>Teacher made the class fun and yet maintained the respect of the students &amp; good class management.</p> <p>The teacher was very knowledgeable &amp; yet encouraged students to think. She probed.</p> <p>She quizzed. She drew out the best in the students.</p> <p>A good assessment: <del>the</del> Would this lesson engage me? interesting?</p> <p>Teacher connected learning to real world (eg. ivory - piano).</p>
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*[Signature]*  
Teacher Signature

**In School:** Greiner Middle School (Dallas ISD) Miller

<b>Date:</b> 3/6/18	<b>Grade Level:</b> <b>Content Area:</b> TX History	<b>Activity:</b> Video & discussion	<b>Time In:</b> 8:25 am <b>Time Out:</b> 9:11 am <b>Total:</b> 46 min
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**Reflection:**

The class was finishing a video - America - The Story of US - Cities - from the day before. But rather than a diversion, the teacher stayed engaged & used the video as a teaching tool. She accomplished this by providing the students a list of questions and paused the video on multiple intervals to highlight an issue or to ask a question. The teacher used a commanding volume & tone throughout. The class concluded (lost 5 min) by getting started with group work.

*Kathy Miller*

Teacher Signature

**In School:** Greiner Middle School (Dallas ISD) Sanders

<b>Date:</b> 3/6/18	<b>Grade Level:</b> 8 <b>Content Area:</b> US History	<b>Activity:</b> Bellringer + lecture	<b>Time In:</b> 9:15 am <b>Time Out:</b> 10:01 am <b>Total:</b> 46 min
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**Reflection:**

The class began promptly with 2 bellringers: a personal reflection & a quiz of two tort type questions. The reflection tied the lesson objective to personal experience. The quiz seemed to serve multiple purposes: testing knowledge, test prep, instruction in answering questions. Then teacher started a lecture with good notes, slides and included an engaging & relevant discussion on honoring Confederate "Should schools be named for...?"

*Andrew Sanders*


Teacher Signature

**In School:** Greiner Middle School (Dallas ISD) Bose - Kar

<b>Date:</b> 3/5/18	<b>Grade Level:</b> 8 <b>Content Area:</b> US History	<b>Activity:</b> bellringer + lecture	<b>Time In:</b> 10:05 <b>Time Out:</b> 10:51 <b>Total:</b> 46 min
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**Reflection:**

The class began with a fill-in-the-blank bellringer that covered 2 important terms. I'm not sure if this was quizzing previous knowledge or introducing new info. Teacher used a handout & slides to introduce key leaders in the Civil War. Student seemed most engaged with stories about the individuals that went beyond text book answers (eg. Lee's struggle to join CSA, name of Jefferson & Davis street in DC.) Instructions seemed unclear near the end of class and resulted in wasted time & loss of control.

  
Teacher Signature

**In School:** Greiner Middle School (Dallas ISD) Moreno

<b>Date:</b> 3/5/18	<b>Grade Level:</b> 8 <b>Content Area:</b> US History	<b>Activity:</b> bellringer + lecture + group work	<b>Time In:</b> 10:55am <b>Time Out:</b> 11:30am <b>Total:</b> 48 min
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**Reflection:**

A very effective class! Teacher had good command of the class & used a variety of teaching methods. He also seemed to consider learning styles alternating between visual, kinesthetic, & auditory. I appreciated that he assigned reading to the class at several points. Group work was clear & well organized. He referenced pop culture of several opportunities, tying learning to hooks in students' minds. He worked to draw out quiet students. Very affirming & inclusive & invitational.

  
Teacher Signature

**Substitute Teaching:** Monday, March 19 - Tuesday, May 1, 2018 (31 days)

**Pre-AP 6th Grade Science | Marsh Preparatory Academy**

On March 8, 2018, I attended Dallas ISD's substitute teacher orientation and accepted a (2) week position at Marsh Preparatory Academy beginning on March 19. **My first day at Marsh (Mon, March 19) was my FIRST day to be responsible for a classroom** (that is my first day as a teacher). The teacher that I was replacing was out on family leave and did NOT leave lesson plans or resources.

While the assignment was challenging and a definite learning experience, I found that my 18 years of professional work in the mental health, faith and nonprofit sectors was a good preparation for teaching. After the fourth day in a classroom, the principal at Marsh asked if I would consider taking on the class for a FULL 6 weeks. I accepted!

Over the course of my time at Marsh, I focused the instruction on TEK 7.12B, teaching students to identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems. I have drawn upon my previous experiences to develop lesson plans, to work collaboratively and to learn from colleagues, to manage the classroom, and to create a culture of respect and discipline in the classroom.

**Here's what I learned (OR the biggest mistakes that I made):** (1) I taught over the heads of many of my students and did not fully appreciate their past knowledge. I plan to study more on how to engage different learning levels and styles. (2) I recognized how easy it is to get drawn in emotionally (is a lesson going poorly? how to respond to a disrespectful student?). A healthy self is critical to beginning each day and the need to check in as the day progresses is essential. Mindfulness and managing my anxiety will be key foundations for successful teaching. (3) As a substitute teacher, I was not required to serve in hallway or lunchroom duties or lead any after school or extracurricular activities. Therefore, I did not have many opportunities to develop close personal relationships with my students. Considering that I was in the classroom for a full six weeks, this was a mistake. The need to know and understand my students is crucial! (4) I did not fully learn the school's culture of handling disruptive and disrespectful students until too late. In the future, I will work to understand the campus' policies and procedures. I will get to know, coordinate, and collaborate with the administrators, counselors, and hall monitors involved with discipline in the school.

	Mon	Tues	Wed	Thurs	Fri
	<b>March 12-16 : Dallas ISD's Spring Break</b>				
<b>1</b>	3/19: levels of organization	3/20: body systems concept map)	3/21: body systems (card sort)	3/22: review of body systems (+ video)	3/23: body systems QUIZ
<b>2</b>	3/26: muscular system	3/27: skeletal system	3/28: immune system	3/29: integumentary + quiz	3/30: school holiday
<b>3</b>	4/2: circulatory + immune	4/3: respiratory system	4/4: digestive system	4/5: digestive, pt 2 + review	4/6: QUIZ
<b>4</b>	4/9: nervous system	4/10: STAAR	4/11: STAAR	4/12: 6 week "test"	4/13: baseball game review game
<b>5</b>	4/16: nervous system, pt 2	4/17: digestive system, pt 3	4/18: endocrine system	4/19: excretory system + QUIZ	4/20: reproductive system
<b>6</b>	4/23: systems working together	4/24: body systems review	4/25: body systems review	4/26: quiz review	4/27: final body systems QUIZ
<b>7</b>	4/30: mitosis	5/1: meiosis	<b>return of Ms Williams</b>		

**Observation Log**

Name: Joel T Pulis    SSN# (last four): 4680    Total Observation Hours Completed: \_\_\_\_\_

~~Site~~ Marsh Prep Academy : Kovzon

Date: 3/22/18	Grade Level: 8 Content Area: US History	Activity: Do Now + Slides + Lecture	Time In: 9:15 Time Out: Total:
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**Reflection:**

A well run classroom and period. The teacher had clear LO for the day posted and followed an orderly agenda. The Do Now was interactive and was reviewed immediately. The lecture included clear slides with images. Good rapport with students (recognized top of the class for month/candy jar for right answer). Finished class with a DoL quiz, employing "clickers" and reviewing potential STAAR questions.

*[Signature]* 3/22/18

*[Signature]*  
Program Signature

**In School Observations** Marsh: Ms. Varela

Date: 4/4	Grade Level: 8 Content Area: Science	Activity: Do Now + STAAR test practice	Time In: 2:00pm Time Out: Total:
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**Reflection:**

Great classroom management! A clear agenda & LO's were posted (on screen & a whiteboard). Use of a timer helped motivate students & keep the class on pace. Even with a mundane task (learning to login to an online practice review), the teacher kept discipline & the students focused. Expectations were high and students rose to the challenge!

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Teacher Signature (if available)

**In School Observations:** Marsh Preparatory Academy / **Ms Cordz** (6th, Science)

<b>Date:</b> 4/5/18	<b>Grade Level:</b> 6th <b>Content Area:</b> Science	<b>Activity:</b> lecture + video + individual book work	<b>In:</b> 9:15 <b>Out:</b> 10:02 <b>Total:</b> 55 min
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**Reflection:**

WOW! This is a challenging class! These 6th graders have a lot of energy and struggle with respect.
The teacher began by having students line up in hallway and she gave verbal instructions while holding an anchor chart with a list of her expectation (e.g., enter quietly, stay seated, etc.). The Do Now was on the board: a reading from the textbook and answering 3 simple questions. After 10 minutes, the teacher gave a brief lecture on the skeletal system: function and primary parts. The teacher effectively used an anchor chart to highlight the most important information. After a brief video, the students worked in pairs and took notes from the textbook. It was not the most creative class, but seemed to fit the discipline and maturity level of the students. This class highlighted for me the need for good class management systems and clear consequences

**In School Observations:** Marsh Preparatory Academy / **Ms Shisler** (6th, World Cultures)

<b>Date:</b> 4/5/18	<b>Grade Level:</b> 6th <b>Content Area:</b> World Cultures	<b>Activity:</b> lecture + project	<b>In:</b> 8:25 <b>Out:</b> 9:12 <b>Total:</b> 55 min
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**Reflection:**

Great management of morning announcements and breakfast (quiet, clean, respectful)
Do Now - Look at the images and write a statement that predicts what we will be studying. (sun, rain, ozone) - 1 min to write/1min to share
"I need 100%" - great discussion; appropriate for 6th graders (images were clipart and easy to understand)
Hang ANCHOR CHARTS from ceiling with binder clips (government, industry, etc.); mobiles, chinese lanterns; pinata, ART GALLERY
Open books and write down definition for OZONE from the glossary in your NOTEBOOK; Read it aloud to class
Write these 3 questions in your notebook: How ozone protect earth? What are the harms of UV? How can we protect the ozone layer?
Hook: VIDEO - After video, students WRITE down the answers to the 3 questions (good motivation to listen, good learning technique)
Scholars WBAT (printed and posted) - SWBAT identify and analyze ways people modify and adapt to their environment (6.7B)
WALLS: Art Gallery; Words To Know; world art; quotes by Rumi, Lao Tzu; foreign currency; World Map; Cell + Email; books, mags; globe
Individually, create PSA poster about "protection from the sun" OR "how to protect the environment and the ozone layer"
Students will be graded on the PSA; example video on PSA from Australia (10 minutes on assignment)
Book Source TUBS for JOURNALS (standing upright); LOTS OF COLOR; Your Data bulletin board (for grades; sheet covers on board)
Great bookshelf - full of books! FLAGS painted by STUDENTS / prayer flags / plants / VIZIA - program for YouTube videos
Leaders: Collect posters / Managers: collect notebooks / ORATOR - speaking for group - decided by group for a period

**In School Observations:** Marsh Preparatory Academy / **Ms Kim** (6th, Math)

<b>Date:</b> 5/4/18	<b>Grade Level:</b> 6th <b>Content Area:</b> Math	<b>Activity:</b> test review, individual work on computers	<b>In:</b> 8:25 <b>Out:</b> 9:12 <b>Total:</b> 55 min
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**Reflection:**

This class affirmed my belief that I do NOT have any desire to be a math teacher!!! But Ms Kim seems perfectly fit for the calling. She held the attention of the students and they were working hard for her. While the class period was primarily a review session with students individually going over concepts that they were struggling with. The teacher used data-driven instruction to personalize the instruction for each student. She has a wall with a table of accomplishments and students had a chart in their folders that tracked their progression. The instruction also used technology effectively with students working on concepts on laptops via an interactive game program. An older 8th grade students roamed the room and assisted the teacher in providing personalized help. The room was COVERED in anchor charts of relevant math concepts. Near the end of the period, the class entered a very effective clean-up routine (e.g., putting up notebooks and laptops). Then the teacher taught until the bell, playing a simple boys-vs-girls quiz of math facts

**In School Observations:** Marsh Preparatory Academy / **Ms Schurman** (8th, ELA)

<b>Date:</b> 5/4/18	<b>Grade Level:</b> 8th <b>Content Area:</b> ELA	<b>Activity:</b> STARR review in small groups	<b>In:</b> 9:15 <b>Out:</b> 10:02 <b>Total:</b> 55 min
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**Reflection:**

Ah the joys of test review! Today has not been the best to observe considering that STARR test seems to be coming next week. The ELA department had divided up their classes based upon data-driven breakdowns of students' levels. I was in a class of students struggling with several primary concepts. The class began with a simple warm-up question: What is an inference? (but it seemed like a ? that students either know or don't know; therefore, not a good way to engage ALL students). Students seemed to be bored and therefore struggling to stay on task as evidenced by their talking off topic. The teacher effectively referred to an anchor chart created the previous week, reminding students of their work. I liked the reminder: "I will not continue until you are listening - 100% listening!" (no toleration for students talking over you). The students then paired off and worked on a couple of stations, spending 15 minutes on each station.

**In School Observations:** Marsh Preparatory Academy / **Ms Roberts** (8th, Science)

<b>Date:</b> 5/4/18	<b>Grade Level:</b> 8th <b>Content Area:</b> Science	<b>Activity:</b> review of notes for test prep	<b>In:</b> 10:05 <b>Out:</b> 10:52 <b>Total:</b> 55 min
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**Reflection:**

Class started with a warm-up quiz. Teacher gave students 5 min to take the assessment. As an 8th grade class and 1 week out from STARR, this class was also doing test prep. The “you should know this” refrain did NOT seem the most helpful (discouraging to those who did not know it?). Wonder how to be more encouraging in the review. Teacher used her document camera to review notes. Good use of images and NOT just text in the notes. Drawings were simple and colorful; good modeling and easy for students to replicate. Good use of “thumbs up” if you got this correct to quickly gauge the students’ master of each concept. The review went very quickly. Wonder how effective the procedure was to actually review. Liked how the math teacher from the earlier class used data to individualize review. Liked how teacher empowered students’ learning by ending period with an overview of what will be taught in upcoming week.

**In School Observations:** Marsh Preparatory Academy / **Ms Varela** (8th, Science)

<b>Date:</b> 4/5/18	<b>Grade Level:</b> 8th <b>Content Area:</b> Science	<b>Activity:</b> review game	<b>In:</b> 10:55 <b>Out:</b> 11:02 <b>Total:</b> 55 min
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**Reflection:**

Another test review!!! Not a good season for observing! But this teacher collaborated with a colleague and set up a game between two 8th grade classes. Overall - very creative and fun! But students struggled with behavior and focus. If not one of the 4 kids in the active part of the game, the others’ attention seemed to drift. Such a challenge to be creative AND to keep discipline. Having observed Ms. Varela’s class in the past, I know that she has good class management skills and routines. Therefore, good to see that she too struggles in this regard. I guess a bit of organized chaos is an okay thing from time to time and a good stress releaser for all - students and teacher (but only if teacher can be okay with a bit of a chaordic atmosphere for a day). Good use of technology for the game - questions were displayed via the projector. Students worked their answers on the whiteboard.



**In School Observations:** Marsh Preparatory Academy / **Mr. Korzon** (8th, US History)

<b>Date:</b> 5/4/18	<b>Grade Level:</b> 8th <b>Content Area:</b> US History	<b>Activity:</b> lecture + project	<b>In:</b> 12:18 <b>Out:</b> 1:05 <b>Total:</b> 55 min
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**Reflection:**

The best test review observed! Data-driven + good use of technology + learning styles + personalized
Based on data, the teacher planned to review 3 key historic events. Only students that had NOT obtained
mastery of this concept were to participate (how did teacher get data? quiz or test? other?). Students that
had already achieved mastery were given an review assignment to complete individually. Teacher had a list
of names in three groups based on those that needed the review. He pulled together a collaborative table
cluster. Students read out loud a brief overview of each event pulled from a review book (put in plastic sheet
covers). Teacher briefly review each topic and then asked a series of 6 questions. Students used clickers to
answer, thus giving the teacher immediate data on the learning. If less than 85%, the teacher would
continue to review the concept. Teacher had good rapport and respect of the students. Good to see that
a friendly and disciplined relationship is possible!

**Video:** Using Fossils to Explore Continental Drift (Teacher: Chander Garcia)

<b>Date:</b> 5/7/18	<b>Grade Level:</b> 6th <b>Content Area:</b> Science	<b>Activity:</b> review of previous class + group exercise + lg group discussion + mastery worksheet	<b>Time In:</b> 8:15am <b>Time Out:</b> 9:35am <b>Total:</b> 80 min
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**Reflection:**

Class begins with 5 min review of recent topic: Where to store radioactive waste? ("What else have we
talked about?" tied to current events "Thanks for contributing." etc.). Several students volunteer to read
aloud an overview of the lab assignment. GREAT use of questioning students! (connecting to past
knowledge). 3 min instructions: Use fossil evidence to match pieces of the continents and India. Before
beginning, "Does everyone understand?" Great moving around the class as the groups begin their work at
tables. Continually pointing to "evidence", getting students to think for themselves. Great to see students
working together to analyze the evidence and learn (50 min of group time). Teacher continually moved
around room and questioned, challenged and taught. Teacher then led a 15 minute large group
discussion of the findings of each group. Class concluded with a 10 review (working with a partner) on
analyzing evidence. Good routine ending class (returning materials, cleaning-up, lining up, etc.)

  
Program Signature

**Video:** Testing for Starch in Liquids Complete Lesson (Teacher: John Orsulak)

<b>Date:</b> 5/7/18	<b>Grade Level:</b> 5th <b>Content Area:</b> Science	<b>Activity:</b> lab experiment + group work + class debrief	<b>Time In:</b> 9:50am <b>Time Out:</b> 10:35am <b>Total:</b> 45 min
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**Reflection:**

Turn to your neighbor: "Tell them something that you know about starch." (3 min)
"Let's share" - What else can you tell me? Writing answer on whiteboard. Review a term - "indicator"
Assignment: test 6 different liquids for starches / GREAT instructions and empowering leaders
jobs: SCRIBE: get netbook & record data; MATERIAL HANDLERS: get lab materials + SET UP and CLEAN UP
assignments by place at table; therefore, empowering EVERYONE to do EVERY job at some point
I like his cues: "Trojans!" Class: "Yes, sir!" (a good way to get attention of students)
Good use of technology: teacher sends assignment electronically, use of smartboard to record data,
SCRIBES email the other student their group work. Good use of a large group discussion to review the data and
debrief the experiment. Great idea to invite students to think about what else they would like to test.
I really like how the teacher encouraged students to try experimenting at home!

  
Program Signature

**Video:** Using Science Games: Complete Lesson

<b>Date:</b> 5/7/18	<b>Grade Level:</b> 8th <b>Content Area:</b> Science	<b>Activity:</b> Cornell notes	<b>Time In:</b> 11:00am <b>Time Out:</b> 11:35am <b>Total:</b> 35min
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**Reflection:**

Vocab work of the day (put on your bingo card). Great use of questioning to begin the class & connect to
previous knowledge. Exercise: begin with answers / Come up with a question if X is the answer.
Topic: the flow of energy. The students come up with questions that help them learn the answers.
Game: Students are a organism (e.g., algae, tadpole, bass, etc.) -> given 15 beans to begin with
Game = "speed dating" (rules for algae, etc.). A fun exercise to learn a concept!
"3-2-1, eyes up here" / I want everyone to talk with their partner (3 min); then answer on paper
Effective in making a worksheet come alive!
Closing question or Daily quiz (students answer question individually); Good closing question: What surprised you?

  
Program Signature

### Course Instruction

Courses Completed:

*(TEPC 5000 is equivalent to 15 contact hours; all other courses are equivalent to 45 contact hours)*

- TEPC 5000 – Overview of Teaching (Completed: 1/31/2018)
- TEPC 5100 – Learning Environments (Completed: 2/14/2018)
- TEPC 5200 – Learner Development (Completed: 2/23/2018)
- TEPC 5300 – Planning for Instruction and Assessment (Completed: 5/8/2018)

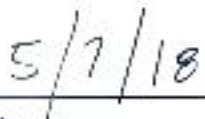
**150 HOURS COMPLETED**

Courses To Complete:

- TEPC 5400 – Literacy, 21<sup>st</sup> Century Instruction, and Pedagogical Content Knowledge
- TEPC 5500 – Learner Differences and Special Needs
- TEPC 5600 – Diverse Populations, English Language Learners & Bilingual Students

This information is self-reported and a true reflection, to the best of my knowledge, of my preparation for teaching.

  
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Signature

  
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Date