

FORMAL OBSERVATION FORM

Teacher: Cassandra Daniel

Observation #1 or 2 (circle one)

Administrator: Juanita Davis

School: Lamont Elementary Date: May 31, 2012

(The Standards for Excellence in Teaching Checklist was used as a reference in completing this form.)

Grade 3rd -- Small Group (6 students) Resource Special Education

Objective:

The students will be able to...

- Understand equal share and equal groups
- Represent division as equal groups with and without remainders
- Identify key vocabulary
- Use pictures and representations in order to solve word problems and support reasoning

OBSERVATION:

Planning and Preparation

Ms. Daniel submitted a comprehension and detailed mathematics lesson plan designed to meet the need of students with unique needs. The plan including the objectives, resources, opening, introduction to the lesson, independent activities (work period), closure, and assessment/homework. The lesson was well structured and organized thereby offering many opportunities for students to move through the discovery approach to learning. All materials were highly motivating and print rich which aided in the students' understanding of the major concepts. The resources were readily available and easily organized for students to access. Each learning center was equipped with manipulatives and/or materials that offered students immediate time for completing the task.

Designing Coherent Instruction

Ms. Daniel shared the objective with the students. She initiated the lesson by asking two volunteers to sit in the front of the room. She presented each student with some bands. One student stated that she was unhappy because the other student received more items in her cup. Ms. Daniels asked the students what was wrong. Using this example, the teacher explains

that division is a process that ensures that everyone will get the same amount. Using the bands, the teacher counted all of items in the cup (ie 14). She placed the 14 as the dividend and the 2 as the divisor. Using the two cups, each student took turns taking bands into the cups. The teacher reiterated that the bands were separated until each student received an equal amount. Teacher along with the students demonstrated how to solve the division problem.

Establishing a Culture for Learning

The teacher continued to expand upon the concept by using another example. Three students received different amount of seeds. The students shared that they were unhappy about what they had received. This time, each student was asked to take a seed until all of the seeds were evenly divided and one student left with one more. She shared that this is called a remainder (ie what is left over). Using the numerical number, she demonstrated how to solve the problem. Again, she aligned the problem on the chart to the one that the students had worked.

In order to expand upon their knowledge base, she showed a video that summarized the major steps about division. After the previewing the video, the teacher provided an opportunity for students to apply their new learning. She explained the directions for students working at the various math center. Each center offered an opportunity for students to work with a partner with assignments for using manipulatives and showing their work. The assignments included reviewing equal shares and groups, working with division problems that have a remainder, and knowledge awareness of key vocabulary terms.

During the small group rotation, each student was assigned to a different independent assignment. Ms. Daniel worked with two students emphasizing the division process. The other students completed the independent division problems. The teacher circulated throughout the room providing support when needed.

The teacher directed the students to change and rotate to a different center. The teacher worked with a group emphasizing the major concepts (ie Tell me the number that is the dividend., The number that is the divisor., and Let's solve the problem by dividing.) The teacher circulated to the three groups offering assistance when needed.

Using Questions and Discussion Techniques

The lesson provided an opportunity for students to work in a small group setting as well as with a partner. The teacher engaged the students by providing daily living hypothetical

scenarios and probing questions to encourage thinking. During the small group session, the teacher presented a scene soliciting a reaction from the students. As a follow up, the teacher asked the following questions:

T: Why might one of these students be upset?, What should I have done?, How can I solve the problem?

Students responded with various answers indicating that there were solutions to solving the problem. This introduction allowed students to make a transition to the new learning and meeting the goals of the objectives.

Closure

The students returns to the large group as the teacher provided an Exit Ticket for the students to complete. Students were asked to apply what they had learned and complete the following problems: (1) There are 15 cookies. Each person get a5 cookies. How many cookies can each person equally share? and (2) There are 17 X box games. Maurice has 4 friends. How many games can each friend have?

Professional Responsibilities – Reflecting on Teaching

Accuracy: The teacher stated the students were actively discussing problem solving techniques with the peers using manipulatives to model answers and cognitive engagement with the learning objectives. She extended the opening whole group discussion in order to provide students with additional examples through questions. Teacher stated that the lesson was abbreviated by ten minutes which impacted thoroughness during whole group instruction.

Use in future Teaching: I would provide additional time as well as more small group extended practice for students to review skills and strategies taught during the opening whole group instruction.

Commitment with Families: Back to School Night, STEM Night, MSA Night, Teacher conferences, and telephone calls.

Recommendations:

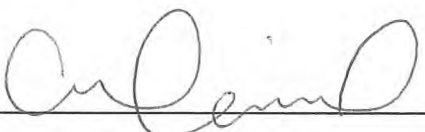
Ms. Daniel implemented a math lesson that integrated rigor and a myriad of best practices. The lesson was well planned and organized thereby the students were empowered to excel. The innovative approach and utilization of manipulatives not only enhanced the lesson but aided in the overall performance of the students. The lesson infused diverse accommodations (ie verbatism reading, modified assignment, positive reinforcement, etc.) and small group rotation with differentiated assignments. Ms. Daniel enthusiasm and interactive approach allowed students to utilize specific strategies that are well established and familiar to the students to apply when completing a task. She expanded their knowledge base and learning through language development and daily life experiences.

The utilization of the computer to review the division steps reinforced the introduction during the whole group discussion. It may have been beneficial if students were allowed to share briefly one major fact from the video. Also, this may have been a wonderful time for students to use post notes and record one fact as a result of listening to the video to share with the large group. Finally, students could have formulated a question that was of concern about solving division problem.

The students are very familiar with classroom rituals and routines that were evident allowing for the lesson to flow efficiently and effectively. During the lesson, Ms. Daniel included a variety of materials (anchor chart, vocabulary terms, manipulatives, video, exist ticket, etc.) that helped the students to perform at a much higher level. The students were engaged as they worked independently completing the various center assignments during the rotation. Ms. Daniel remained in close proximity offering support to students who were challenged. Each student at one time during the lesson received direct support from the teacher. Ms. Daniel 's approach to the teaching/learning process is of the highest caliber for student achievement. Great job!

Conference Held: Yes No Date: June 1, 2012

Action Plan:

Teacher:  Observer: 