

Post Observation Form

Question: As you reflect on the lesson, were students cognitively engaged in the work? How do you know?

- I believe during this lesson students were cognitively engaged. I know this because students were asking questions, producing written answers, and verbally answering questions as they were asked. They actively participated in the lesson...for example when generating a list of specific unit vocabulary based on real life applications students gave many examples and words to add to this list. When we asked for students to determine addition or subtraction on their notes sheet each did so. During independent practice student were actively engaged in their work and calculations. When I tried to wrap up the activity and move on to the basic math facts many kept working in order to finish! Also, when the bell rang to end class almost all remained in the classroom in order to finish their 2 minute multiplication facts! It is nice to see students engaged and taking their work seriously enough to stay after the bell!

Question: Did the students attain the lesson objectives? What is the evidence of their learning?

- When students were leaving the classroom at the end of the lesson myself and co-teacher asked individual questions to students that pertained to this lesson's objectives. Each was able to answer their question (evidence). Their written work was also evidence of their learning. When I (and my co-teacher) walked around checking practice worksheets students were calculating correctly. And if they were not, they were able to ask questions and answer questions we asked to help get to attaining the lesson objective. The following class warm up was based on the money related word problems and students showed understanding of the lesson in that they performed the given task/calculation without teacher assistance or use of materials (notes, worksheets).

Question: How did the instructional strategies you chose support student learning? How do you know?

- One instructional strategy used was identifying key words into two columns. Identifying specific vocabulary and corresponding mathematical operations was one step in our scaffolded calculation process. Underlining key words was also used in this process. Providing students with a modeled problem, broken down by each step, helped to support student learning of money related word problems. This instructional strategy helped students by providing them with a framework and checklist of steps to ensure calculations were being done correctly. Having the steps at the top of the paper helped in providing students who struggle to retain multi step directions. I know this helped students as I saw them referring back to their steps and working off of that list.

Question: How have you promoted a culture for learning in your classroom?

- We have set a routine for our students as they come to class. They get their materials (calculator, notebook, writing utensil), take their seat, and get started on a warm up. Because we have consistently started class in this way, it sets an educational tone for the block and allows students to practice skills from the previous lesson or get acquainted with new (or reviewed) skills needed for the current lesson. Students are expected to put cell phones and/or headphones away during instructional time. Most have become acquainted with this and if they forget a reminder is given and followed. We have promoted active engagement and participation during instruction. Students answer openly and take risks. I believe this shows a caring and respectful environment in which students feel safe to take such risks. Asking questions and offering answers takes a lot of guts for some students and I believe Chris and I have made it the expectation and norm for all students to participate. Some are more comfortable than others in this process, but I truly believe it is not that they don't feel safe or supported, but more a personal preference. Students are respectful towards each other as they ask or answer and we are sure to address behaviors if this is not the case.

Question: Did you make adjustments to your plan as you taught the lesson? What, how, and why?

- Yes! With class time running short we adjusted our lesson objective review at the end to ask individual students questions rather than addressing this with the whole class in a discussion format. I think this actually ended up being a better strategy, as we were better able to gauge which students were clear on the lesson objective and which we might need to catch up with at the beginning of next class. The reading comprehension I discussed in my pre-observation was able to be addressed quietly with individual students if/when needed. During the full class instruction and notes Chris and I read each question before students individually worked with the information. If they needed it repeated again we were able to provide it.

Question: If you were to teach this lesson again, what might you do (if anything) differently?

- I think when we generated the list of vocabulary terms I might do a "think, pair, share" activity to give EACH student an opportunity to think of personal/applicable times when they might make these calculations. An activity like that might give Chris and I more of an opportunity to talk with students to clarify terms and situations.

Question: Any other thoughts you would like to share about this lesson?

- This is a lesson I enjoy teaching as it is applicable to real life! Not every Algebra I lesson is easy to relate to students everyday lives, but this one does provide us the opportunity to make real life connections and applications. It is so important to make these connections and show the importance of math literacy and fluency. Continuing to recognize when and how we use math in our lives allows us to make meaning and importance of the skills we teach and review in each class.