

PRE-CONFERENCE FORM

Please complete this form and bring it to the Pre-conference

Teacher _____ Date Jan. 22, 2010
Subject Math Time _____

Model Academic Standard(s)/Benchmark(s):

Union Grove Area Educational Standard(s):

Learning Context

Where are you in the unit?

Introduction: Modeling / Guided Practice

Is this new teaching or review?

New teaching

Learner Characteristics

How would you describe the students in your class?

Active - Many of my students need frequent movement in order to learn.

Are there any special students you want me to observe?

A.G., D.B., but general on/off task behavior

Learner Objectives

Content: What do you want the students to know or be able to do as a result of this lesson?

Notice patterns in addition facts, experiment with turn-around facts.

Process: What will students be doing?

- Experimenting with a "Fact Chart"
- Playing a partner game using dice/recording

Assessment

Pre-Assessment: What will you use to determine the level of student readiness?

Performance on previous journal activities

Post-Assessment: How will you check to see if students are learning?

Informal assessment / anecdotal notes while playing the game.

Instructional Strategies and Materials

What resource methods, techniques, or teaching will you use?

Model / Think aloud, Questioning, Guided Practice, Game, Math

Observer Focus

Is there anything in particular you want me to provide feedback?

Off-task behavior

Journal

Class: 1B

Date: January 25, 2010

Time when sweep began: 12:10

Time ended: 12:50

Student	12:10	12:15	12:20	12:25	12:30	12:35	12:40	12:45	12:50
Riley	A	A	A	A	OT	A	A	OT	A
Marlee	OT	A	O	A	O	A	TK (out)	A	OT
Wyatt	A	A	TK (whisper)	A	A	A	TK (out)	A	A
Tyler	A	A	A	A	A	A	A	A	A
Arianna	A	OT	A	A	A	A	A	A	A
Annibel	A	OT	A	A	A	A	A	A	A
Sophia	A	A	TK	A	O	A	TK	A	OT
Katelin	A	A	A	A	A	A	A	A	A
Thomas	A	TK	A	A	A	A	OT	A	OT
Anthony	A	A	A	OT	A	OT	A	Working w/ teacher	OT "What do we do again?"
Cassidy	A	A	A	A	A	A	A	A	A
Ben	A	TK	A	A	A	A	OT	OT	OT
Cooper	A	A	A	OT	A	OT	A	A	A
Lane	A	A	TK (telling out)	A	TK	A	A	OT	A
Drew	A	OT	A	A	A	A	A	A	A
Jackson	A	left	—	—	—	return	A	A	A
Frank	Not here	A	A	A	A	A	left	—	—

A = At-task TK = talking P = playing O = out of seat OT = off task

↑
stand to share

Raymond School Observation Reflection Sheet

* Filled out together during post-ob Conference

Name He

Date of Observation _____

Grade Level 1

Subject _____

1. As I reflect on the lesson, to what extent were students productively engaged?

I think 50% - the game they were really engaged & did a lot of exploring w/ addition facts & turned around facts. I felt the number grid part was a disaster ~~disaster~~

2. Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?

When asked if this matched data she said: maybe I should cut myself some slack because they were more on than off. I was surprised to see how many charts ~~ask: did you see any patterns in the data.~~ Partially - again the game playing (through observation)

3. Did I alter my goals or instructional plan as I taught the lesson? Why?

I did. With the fact chart I wasn't planning on having them help each other but some were not. I think I'll use that strategy again in math.

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

* Use document camera so I could model how to use the grid.

* It helps to see the data because I was so focused on those I thought were lost.