



Pre-Observation Conference Form

Who are the learners? **3rd graders – General Ed, no pullout, no children were serviced, Teacher read the problem to them (due to fluency problems)**

What are the objectives of the lesson?

Standard 3.M.D.C.5a, 5b

Objective: I will recognize area as an attribute of plane figures and understand concept of area measurement.

DOL – I will be able to use square units of measure the area of plane figures.

What methods and materials will be used? IFL Task – conceptual based learning where children are allowed partners to answer real world problems using this new math knowledge (AREA).

Manipulative tiles are used. We also talked about doing Whip Arounds so that students get the chance to hear someone else's perspective and teach the class.

Where does the lesson fit into the curriculum? Part of Unit 1 pacing guide

When and how will evaluation be done? Evaluate them at the end using an exit tickets (DOL).
Written exit ticket is solving a similar problem on their own.

How do you feel about this lesson? Great When they do a lot of peer learning and using manipulatives is essential. When you have stragglers group work will help them.

Are there specific students you are concerned about? Will let me know who they are.



Is there anything specific you would like me to observe? No not really

Do you have any other questions or concerns about this lesson? They will be learning a new task – learning to decompose in order to find the area (Without having to count each square) Not telling them that they are discovering that area equals length X width.

Supervisor Name: Deirdre Wilson-Redmond Teacher: Teacher T
Date: 10/20/17 12:57 pm Subject/Grade Level: 3rd grade/Math

Observation Conference Form

Communicating with Students

Good movement around the room. Fun and engaging room. Friday prize day at the end of the period.

The little girl who won one of the prizes did not have the correct manipulative sample.

Using Questioning and Discussion Techniques

Ask students to shade in a rectangle 4 square units.

Engaging Students in Learning

Students move around the room to determine if students have done the assignment correctly. For 1 minute students were asked to



draw on the board. He checked for understanding through thumbs up/thumbs down. They also were asked to turn and talk.

Using Assessment in Instruction

Not sure the students got to the measuring moment.

Demonstrating Flexibility & Responsiveness

Good responsiveness challenged students

Post-Observation Conference Planning (for the supervisor)

What would your goals for the conference be?

What data from the script would you want to discuss?





Post-Observation Conference Questions (for the teacher)

What did you do well (praise)?

What part of the lesson needs work?

What plans do you have to catch up the students who appeared to be floundering?

What plans do you have for the students who are 'gifted and talents'?

What plans to have to catch up the students who appeared to be floundering?

How did you think the class went? What did you think worked very well in this class? How can you use what worked well in your next class?



If you could teach the same class again, what would you do differently? What would you do the same way?

I noticed that you [describe strategy, e.g., called students by name, moved all around the classroom, lectured from your notes, etc.]. Why did you choose this strategy? Did the students respond as you had expected? Were you satisfied with the student response?

What were your objectives in doing [describe strategy]? Did you feel that you were successful in meeting these objectives? Why or why not?

Did you model the things you wanted to?

You seemed [describe perceived attitude, i.e., negative, positive, distracted, enthusiastic] about [describe activity]. What was going through your mind?



Have you ever considered [describe strategy]?

What do you think are your strengths as a teacher?

Why did you react [describe reaction]?

What areas do you want to improve? How might you do that?

What did you learn from teaching this class?

What made this class different from others you have taught?



Was this a typical class? How was it the same? How was it different?

Score for