



Observation Form #2

(expand fields as necessary)

Student Teacher █	School South Ridge
Cooperating Teacher Ms. Ojibwe	Class/Subject 1st grade math
University Supervisor Dawn Quigley	Date 2/29/2024

Class session was (check one): <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Face-to-face	Session was for (check one) <input checked="" type="checkbox"/> whole class <input type="checkbox"/> half class <input type="checkbox"/> small group of ___ students
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Summary of class session:
 During mathematics, students will be reviewing strategies to subtract from teen numbers and learning to decompose a number to subtract.

Minnesota Mathematical Standards

- 1.1.2.2 - Compose and decompose numbers up to 12 with an emphasis on making ten.

I can statements for students:

- I can solve teen subtraction problems.
- I can decompose a number to subtract.

Notes about special circumstances/situations: Cooperating teacher out sick all week.

Planning and Preparation

1a.	Knowledge of subject matter and pedagogy – Standard 1, 7 (understands central concepts of the discipline taught and bridges curriculum to student experiences)
1b.	Knowledge of students - Standard 2, 3, 7 (understands how students learn and incorporates students' skill levels, background, interests, language proficiency and special needs)

1c.	Learner Outcomes – Standard 2, 6, 7 (establishes and communicates clear and developmentally appropriate objectives which communicate high expectations)
1d.	Logical Instruction – Standard 1, 3, 4, 5, 7, 10 (helps develop critical thinking, problem solving and performance skills by planning suitable learning activities and providing resources and materials)

Observations / Comments:

■■■■ sent his lesson prior to the observation. Ms. Ojibwe was out sick. ■■■■ has been teaching lead all week with a sub. Student said, “I think this is fun!” Using writing, manipulatives, and oral group work helps with engagement.

Classroom Environment

2a.	Environment of Respect – Standard 3, 5, 6 (interacts with students in a firm yet respectful way with students even during times of conflict)
2b.	Establishes a Climate for Learning – Standard 3, 5 (creates a structured and predictable environment through expectations, management of groups, transitions, procedures, rituals and routines, daily schedule, etc.)
2c.	Managing Student Behavior – Standard 5 (responds to student behavior in a fashion that preserves teaching and learning time, is respectful and does not damage the teacher/student relationship)
2d.	Organized Physical Space – Standard 5 (designs physical space to promote safety, accessibility and learning)

Observations / Comments:

■■■■ gave many affirmations and complemented the students. Students know the routines very well. Students were reminded to sit up and ‘feet asleep.’

Instruction

3a.	Communication – Standard 6 (communicates expectations, content and language objectives, procedures and directions using different modalities)
3b.	Facilitates Participation – Standard 2, 3, 4, 6 (demonstrates and models, utilizes regalia, incorporates higher order questioning, invites various forms of discussion, uses wait time and offers feedback to encourage participation)
3c.	Student Learning – Standard 1, 2, 3, 4, 5, 6, 7 (Engages and motivates students by activities and assignments)
3d.	Assessment – Standard 3, 4, 7, 8, 9 (Uses formal and informal assessment as a means to guide instruction)

Observations / Comments:

Students came in from recess and followed along with stretching and calm down moves.

■■■■ reviewed the expectations of the math manipulatives (set out on desks). Students were reminded of past math knowledge.

Today a new skill, “Decomposing Numbers.”. Next, students closed their eyes and “Image this...” ■■■■ asked students ‘what type of problem is this, and how do you know?’ – This is great! It allows higher order thinking.

Students worked on problem on white boards. ■■■■ walked around, reminding students to write the number sentence. Popsicle sticks were used to call on students. Students shared subtraction strategies used before. A whole group lesson on one problem, with students offering the next steps.

* It might be helpful for all students to mirror what you were doing on the board with their own white board to keep on track learning.

█████ began teaching a new subtraction strategy, and walked around monitoring student work (formative assessing).

Next students took out counters. Jordan used a student's board as an example. Students gave thumbs up if the answer is correct (more formative assessing).

*Sometimes if students ask for repeated directions, it might be helpful to say "How can you find out?" This supports independent learning (e.g., they can ask a neighbor, look on the board, etc.).

Then students cleaned up to work on a worksheet continuing with the new math skill. █████ used the doc cam to model working through the worksheet.

Professional Practice

4a.	Reflection – Standard 8, 9 (evaluates the effects of choices and actions on others, is able to take feedback and incorporate into practice)
4b.	Collaboration/Relationships – Standard 8, 9, 10 (demonstrates the ability to communicate, plan and collaborates effectively with cooperating teacher, other colleagues, the students, parents or guardians and the community)
4c.	Demonstrates Professionalism – Standard 9, 10 (complies with school and district rules, shows integrity and ethical conduct, punctuality, professional appearance/ dress and models appropriate language modeling)

Observations / Comments:

█████ is professional in all aspects.

Cultural Standard (as stated in Lesson Plan):

█████ gave Ojibwe reminders and directions.

Goals	Relevant SEPBT(s)
Pacing on teaching	
2.	
3.	

Supervisor's Signature:

Date:

September 2011 Design based on: Danielson, Charlotte. (2007). Enhancing professional practice: A framework for teaching [2nd ed.]. Alexandria, VA; ASCD and MN Standards of Effective Practice for Beginning Teachers.