

Teacher Observation

Teacher Vanessa Warnock **School** Beechy School
Subject Pre-Calculus 20 **Enrolment** 3 **Grade(s)** 11
Date February 13, 2017

Lesson Focus Angles in standard position, reference angles, and special triangles.

Factual Observational Data

Comments highlighted in yellow indicate direct quotes of the teacher.

Time	Activity
9:00 a.m.	Announcement and O'Canada. Short visit with the students following. Students responding to Ms. Warnock in a positive manner.
9:02 a.m.	<u>Remembering back, what are all the trigonometry things you know?</u> Student gave a variety of answers. <u>Think back, is there anything else you remember?</u> <u>When we didn't have right triangles, what were you using?</u> Students couldn't remember. <u>Do you remember ... What did we learn last unit about the ways....</u> Students answering. Ms. Warnock explained the unit focus.
9:04 a.m.	Outcomes and learning objectives put on the Smart Board (SB). Review question put on the SB for students to address. Student completed question correctly. Ms. Warnock elaborated on answer. Students started talking about a TV show. Ms. Warnock brought their attention back to review questions.
9:07 a.m.	Student B was asked a question. Each of the other students were asked a question. Students answering correctly. <u>The next thing we are going to be talking about is reference angles. Any ideas what that is?</u> Formal definition written on SB by teacher. Students copied down the notes. Teacher demonstrated reference angle with a diagram. Direct teaching of special right triangles. Students paying attention and copying down notes. <u>What is the other triangle? What do we know about isosceles triangles?</u> Students answering. More explanation given.
9:14 a.m.	Second triangle explained. <u>If that angle is 60 degrees, what would the other angle be?</u> Student B answered. Students then given a question to solve. Student M asked by Ms. Warnock to provide the answer. Student M had correct answer. Student asked to show his work for student who had an incorrect answer. Students quiet and paying attention while answer was worked out on SB.
9:20 a.m.	New question given to students. Ms. Warnock and students worked out questions together. <u>Does that make sense?</u> Students instructed to finish question independently. Students working quietly. Ms. Warnock circulating and helping student H. Student B finished quickly. Work checked. Student asked to put work up on SB. Error identified and corrected. Other students still working. Student M asked to put his answers on SB for the last part of question.

9:30 a.m.	Student H at SB with Ms. Warnock going over question. Student B and M visiting loudly. <u>Alright boys, did you get the answers on the board?</u>
9:31 a.m.	Example problem worked through on SB by teacher. All students watching and participating. Students identified another way to solve the problem.
9:37 a.m.	Example problem using special triangles solved. Direct instruction of process. Ms. Warnock providing theory as she worked through the question. Students asking questions.
9:44 a.m.	Students assigned textbook questions to practice what they just learned. Students B kept talking about hockey game. <u>Get your loose leaf out Student B and get to your questions.</u> Student B continued talking while getting his loose leaf. The other students listening.
9:52 am	Class dismissed.

Comments/Recommendations/Questions:

1. Where can the students go for additional resources to review today's material? (Class Weebly - answer given in post-conference discussion.)
2. Is Student B always so chatty?
3. Is Student H able to keep up to the other students?

Summary

Strengths	Considerations
<ol style="list-style-type: none"> 1. Knowledgeable in subject area 2. Organization and preparation 3. Clear explanations and instructions 4. Constant checks for student understanding 5. Rapport with students 6. Relaxed learning environment 	<ol style="list-style-type: none"> 1. Student B's chattiness – harmless banter, but could be distracting for others.

Pre Conference Discussion

How will students be engaged in the learning?

"We will be starting a new unit. The first section of the class will be a review. Students will be coming up to the Smart Bard to show what they know. They will take some notes and start an assignment."

What are the curricular outcomes? What assessment will be used to determine if goals are met?

P20.4 – Expand and demonstrate an understanding of the primary trigonometric ratios including the use of reference angles and the determination of exact values for trigonometric ratios.

Assessment – Formative (textbook questions)

What instructional practices will be implemented? Briefly describe the students in the class including students with diverse needs. How will the adaptive dimension be utilized in this lesson?

Strategies - direct instruction, discussion, guided practice

Students - bright, engaged, good group, sometimes get off topic a bit, but manageable. Usually very engaged group. They like math. Each is bright and attentive during class.

Differentiated Instruction – information is provided in multiple form (visually and read orally). Each student participates in the creation of notes and examples.

Post Conference Discussion

What did the students learn during this lesson? How do you know?

“The students learned about angles in standard position, reference angles and special triangles. I know from formative discussion. Tomorrow we will do more of the assignment and I will get a better idea.”

Assess your instructional practices. How did it go?

“Overall, fairly well. I try to distribute the questions, because Student B usually gets things pretty quickly. Overall pretty successful math class.”

Is there anything that you would change the next time you teach the lesson?

Probably not, unless it was personalized learning. For direct instruction, I don't know how I can make it better.

Plans or decisions made based on discussion; targets for next observation:

The next formal observation will be conducted by the school principal.


Thank you for allowing me to spend time in your classroom today, Vanessa. As always, you were well prepared and organized for your lesson. Much of the learning in your classroom today was very teacher-led; however, given that you were opening a new unit, and with the number of students in the class, it was very appropriate for your purpose. I appreciate that you have taken the time to provide a resource for students to access should they need extra support with this work. Remember to keep thinking about how you might personalize learning for these learners. This may be of benefit to Student B who seems to catch on to new concepts very quickly.

Today was a solid lesson for you. You were very careful to include all students in your questions, and all students were given a chance to demonstrate their work at the Smart Board. Your students were engaged and demonstrate an understanding of the concepts you were teaching. It looks like you have them off to a good start on this new unit. Continue success in your work with this group!

Signatures indicate that the parties have read and discussed the report.
Copy to be made and provided to the teacher.



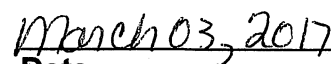
Teacher's Signature



Date



Superintendent's Signature



Date