UNBC
School of Education

EDUC 491
CT/PM Observation Form

Teacher Candidate: Abisola Bankole Date: March 9, 2020
School: Pinewood Elementary Time: 9am – 9:50am
Coaching Teacher: Lana Rudolph
Grade: Kindergarten/Grade 1 Subject/Lesson: Math – 3D Shapes
Practicum Mentor: Christine Ho Younghusband

Criteria Guidelines:
This list of topics is suggested only:

Professional Qualities

- Communication Skills
- Work Ethic/Initiative
- Attitude/Commitment
- Interpersonal Skills
- Humour
- Energy/Appearance
- Professional Ethics
- Reflectivity/Self-Evaluation
- Collegiality/Teamwork
- Parent Communication

Planning/Preparation

- Curriculum expectations
- Competency expectations
- Content Knowledge
- Overviews/Unit Plans
- Advance Preparation
- Lesson Plans
- Principles of Learning
- Organization
- Time Management
- Differentiated Instruction
- Assessment (Formative and Summative)
- Includes Indigenous perspectives

Relationship Building

- Classroom Community
- Relationship with Students
- Teaching Presence
- Gaining and Keeping Focus on learning
- Student Engagement and Motivation
- Transitions/Directions/ Routines

- Transition from calendar to math lesson
  - move smoothly; remind students of expectations
- review last math idea – 2D shapes
  - ask for volunteers to give an idea and then draw that shape on the board
  - take several ideas and volunteers for drawing; students engaged, hands up to volunteer
  - reminder of expectations for drawing on the board; reminder that they will not be picked if they are not sitting six points or if they are calling out
- Ask everyone to stand up; "1,2,3, eyes on me, 1,2, eyes on you"; tell students everyone will get a chance to make shapes, even if they did not draw on the board
- We are going to make shapes with our bodies (great idea! Movement to get the wiggles out plus kinesthetic learning!!!); take volunteers if they raise their hands; help four people make a square on the ground; ask for quiet and give wait time; take three volunteers and ask them to make a triangle; choose four more volunteers – ask them to make a circle; reminder of expectations; wait time when it gets to chatty; ask who has not had a turn; choose more volunteers to make a rectangle; becomes a bit disorganized; asks students to reorganize, move back, make space
- Redirect one student; he did not listen and continued; asked him to sit down at a chair (escalating consequences)
- Finish making shapes; reorganize - "1,2,3, eyes on me, 1,2, eyes on you"; invite student on chair to rejoin group; ask everyone to sit six points and be ready for a story
- Start story – set purpose; will be asking questions so make sure you are paying attention; ask for predictions from pictures
- Read shape story; intermittently remind students of expectations as needed; take questions and comments about the book; explain concepts that might be difficult for the students
- After book, explain we are going to make shapes with some equipment; ask students to move quietly, controlling their body, move to the Smartboard carpet
- Students move quietly to Smartboard carpet
- Show students activity
- Demonstrate how to use the modelling clay and Q-tips; ensure students are paying attention
- Remind them, build the simple ones first, then the hard ones; start with five balls of modelling clay and eight sticks
- Ask students to quietly walk back to their chairs; thank them for listening

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Learning Activities

Instruction and Assessment

- Learning Intentions
- Co-developed or teacher developed Criteria
- Lesson Introduction
- Development/Flow/ Progression of Learning Closure
- Resources/Hands-on Activities
- Instructional Strategies
- Instructional Strategies that focus on truth, reconciliation and healing
- Supervision/Safety
- Questioning
- Assessment Strategies: self assessment, peer assessment and teacher assessment / evaluation
- Communicating Student
- Learning

- Quickly hand out equipment
- Remind students to keep hands off of equipment; speak specifically to two students who continue to not do as asked; move one student from their chair to the rainbow table
- Classroom is dark (lights were out for demonstration on the Smartboard); need to remember to have someone turn those on
- Speak to student at rainbow table; send him back to his spot after a conversation
- Remind students to not touch the modelling clay
- When ready, have students practice with a small piece of modelling clay
- Move one of the Kindergartens to the rainbow table...she was talking and being distracting to others
- Turn lights on
- Give individual support as needed
- Students quietly engaged and building shapes (great hands on activity to demonstrate this concept!)
- Continue to circulate among tables; make extra modelling clay balls for some; give individual redirection and support
- Ask how many people have done shapes on first page
- Instruct students to keep the good Q-tips; throw the wrecked ones away (bell rings); ask specific students to help with clean up of equipment
- Reorganize class, give further instructions; have them wash hands before going out for recess

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- Reflection
  - Abisola felt that she might have wanted to spend less time on instruction and more time on independent practice
  - decide to continue lesson tomorrow so they get more practice
  - reflected that they seem more quiet and to be listening better than in the past; has noticed they have been loud and speaking underneath instruction; this is an area of growth
  - I commented that the movement idea in the middle of the lesson was awesome...teaching the concept but getting the wiggles out as well; the book was also great...right on point and lots of great learning in the talk about the book
  - I suggested having the modelling clay in baggies as well; that would have made handing out supplies quicker, as well as then Abisola would not have had to remind them repeatedly to keep hands off the supplies when she was handing out; having them come collect their supplies from three piles would also be less work for Abisola and get them to independent practice sooner
  - Abisola feels like she needs to develop a style and presence; we talked about how that will come with experience and playing to her strengths☺

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EDUC 491 Main Standards Checklist

To be completed for each Formal Observation and summarized on the *Summative Evaluation* form. *By the end of the practicum every standard must have been observed by CT or PM*

BCTC Standard	Component Description	Goal
Standard 1 Educators value the success of all students. Educators care for students and act in their best interests.	• Approach to classroom management indicates pleasant, caring, respectful and fair attitude towards students	U / (S)
	• Ensures student learning environment is appropriate to activity	U / (S)
	• Understands that equity does not necessarily mean equal	U / (S)
	• Establishes balance in the classroom between intellectual and social goals and the expectations of society in education	U / (S)
Standard 2 Educators act ethically and maintain the integrity, credibility and reputation of the profession	• Educators are held to a higher standard and are accountable for their conduct on and off duty	
Standard 3 Educators understand and apply knowledge of student growth and development	• Designs activities and assignments in an age, grade and culturally appropriate way	U / (S)
	• Assesses individual and group performance in order to design instruction that meets individual learners' needs and interests	U / (S)
	• Instructional materials reflect individual needs and interests of students	U / (S)
Standard 4 Educators value the involvement and support of parents, guardians, families, and communities in schools	• Lessons are planned and interactions occur in a way that relates to students' diverse personal, family, and community experiences, and are culturally appropriate	U / (S)
	• Lessons are planned and interactions occur authentically in a way that focuses on students' personal, family, community experiences, and cultural backgrounds	U / (S)
	• Differentiated instruction provides appropriate activities to support or challenge	U / (S)
Standard 5 Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development	**CLASSROOM COMMUNITY** ✓ • Classroom expectations are clear to students ✓ • Behaves in a proactive manner, anticipates and remediates student responses in a respectful way ✓ • Acknowledges the power of relationship and collaborates with the adult who has a long term relationship with student ✓ • Non-instructional duties within the classroom are handled efficiently and in a professional manner ✓ • Minimal loss of possible instructional time	U / (S)
	PLANNING ✓ • Lesson plans and classroom learning activities indicate thoughtful planning has taken place in advance of lessons ✓ • In response to suggestions, adjustments are made to plans ✓ • Plans are linked to knowledge of classroom diversity and to students' needs and abilities	U / (S)

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Standard 5 continued...	**INSTRUCTION** ✓ • Pacing is reflexive and demonstrates the TC awareness of the learning ✓ • Monitors students to determine appropriate pace ✓ • Checks for student understanding ✓ • Effective transitions between individual activities are well planned and lead to little loss of instructional time ✓ • Specific procedures for changing subject/content area are taught and used effectively ✓ • Consistently helps students make connections between current content and their own background and experiences ✓ • Involves students in constructivist/inquiry-based learning ✓ • Provides variety of questions, probes for understanding, and helps students to articulate ideas ✓ • Ensures all students are involved in discussion ✓ • Provides sufficient wait time ✓ • Students actively engaged in the lesson ✓ • Checks for student understanding of problem solving and critical thinking ✓ • A variety of instructional strategies are incorporated into lesson based on subject matter and needs of students ✓ • Uses a variety of technologies to add impact to instruction and to increase student learning	U / S
	ASSESSMENT ✓ • Conveys consistent expectations for student achievement ✓ • Strong use of Assessment for Learning strategies ✓ • Instruction is appropriate for the grade level or course and is driven by student feedback ✓ • Appropriately challenges students by presenting material at a qualitatively high level ✓ • Students co-create criteria, or effective criteria is stated ✓ • Feedback includes qualitative comments to highlight both strengths or needs and there is evidence that students have implemented feedback • A cycle of instruction informed by assessment is established • Formative and/or summative evaluation uses a number of assessments • System for scoring and recording data is fully effective and up to date • Administration and parents receive data from multiple sources • Assessment and evaluation data is shared weekly with the Coaching Teacher	U / S
Standard 6 Educators demonstrate a broad knowledge base and an understanding of areas they teach	✓ • Displays solid conceptual knowledge in subject areas ✓ • Uses inter-disciplinary approaches and plans for multiple ways of learning	U / S
	• Builds student capacities for intercultural understandings, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society. ✓ • Invites students to elaborate upon the material based upon personal understandings	U / S

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Standard 7 Educators engage in professional learning	✓• Suggests how lesson might be improved ✓• Is committed to reflection, self-assessment and learning as an ongoing processes ✓• Welcomes constructive criticism and adjusts teaching to feedback from observations	U / (S)
	✓• Uses language in the school setting, including the classroom, to describe self and students as learners and acts consistently on this belief ✓• Examines literature critically to ensure findings are applicable to situation	U (S)
Standard 8 Educators contribute to the profession	✓• Conducts self in a professional manner ✓• Seeks opportunities to work with colleagues to learn and grow professionally ✓• Is willing to give and receive assistance ✓• Consistently demonstrates professional appearance and behaviours	U / (S)
Standard 9 Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deep understanding of wasy of knowing and being, histories and cultures of First Nations, Inuit and Metis in Canada	✓• Focus on connectedness and relationships to oneself, family, community and the natural world. • Integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments. ✓• Embed First Peoples Principles of Learning into classroom community of learners ✓• Embed TRC calls to action in daily classroom activities	U (S)

U=Unsatisfactory
S= Satisfactory

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UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Lesson Plan Template (Revised 2020)

Elementary Years

Name:	**Abisola bnakole**

Grade	K-1	**Topic**	Mathematics
Date	9th March, 2020	**Allotted Time**	40mintuties

STAGE 1: Desired Results

Cite sources used to develop this plan:

http://frompondblogspot.com
www.aspoobfuloflearning.blogspot.com
https://curriculum.gov.bc.ca/curriculum/mathematics/k-1

Rationale: *How is this lesson relevant at this time with these students? Why is it important?*

In this lesson, we will introduce students to 3D shapes. We will explain what dimensions are, and explain and show students the difference between 2D and 3D shapes.

Core Competencies: https://curriculum.gov.bc.ca/competencies (refer to "profiles" for some ideas)
Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:

Communication	Thinking	Personal and Social
• Communicating • Collaborating	• Creative Thinking • Critical & Reflective Thinking	• Personal Awareness & Responsibility • Positive Personal & Cultural Identity • Social Awareness & Responsibility
	I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show others something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments. I can reflect on my work and experiences and tell others about something I learned	

First Peoples Principles of Learning (FPPL):
How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience? (Jo Chrona's Blog: https://firstpeoplesprinciplesoflearning.wordpress.com/)

FPPL to be included in this lesson:	How will the FPPL be embedded in lesson:
Learning is holistic, reflexive, reflective, experimental and relational with a focus on connectedness and a sense of place	**The First people principle reinforces that learning is active not passive understanding happens as learner and subject interact and shape each other. Learning process is circular rather than linear- it builds upon itself as learners develop new knowledge and deeper understanding.**

Curriculum Connections: https://curriculum.gov.bc.ca/ (Curriculum)
What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?

Understand
Big Idea(s): Skills can be developed through play Objects and shapes have attributes that can be described, measured, and compared *Essential or Guiding Question(s):* How are these shapes alike and different? What stories lives in these shapes? What 2d and 3D shapes can you find in nature?
Do
Curricular Competencies (Learning Standards): Use local materials gathered outside for concrete and pictorial representation
Know
Content (Learning Standards): Comparison of 2D shapes and 3D objects Replicating composite 2Dshapes and 3D objects (e.g., putting two triangles together to make a square)

STAGE 2: Assessment Plan

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)
Monitor students' responses throughout the lesson. Ask guiding questions to probe their thinking, uncover misconceptions, and guide their conceptual knowledge. Encourage mathematics dialogue. Restate students' responses, using more precise terminology, if needed.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

The Learning Intention: *What will students learn in this lesson? (i.e. Learning Standards)*	I can identify the difference between shapes as 2D two dimensional, and three dimensional shapes 3D.
Evidence of Learning: *How will students demonstrate their learning? What does it look like?*	Students demonstrate their understanding by building different 2 and 3 dimensional shapes
Criteria: *What do students need to do to meet or achieve the learning intention?*	Students will be able to tell if a shape is two dimensional or three dimensional. Students will be able to explore two dimensional and three dimensional shapes by engaging in hand-on activity using playdough and Q-tips to build shapes

Planning for Diversity:

Learning Target: *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behaviour difficulties or require enrichment?*		
Students need to/must do Listen to instructions given by the teacher and build simple shapes with Q-tips and plasticine Access/All	Students can do Listen to instruction given by the teacher and build some two dimensional and three dimensional shapes with Q-tips and plasticine. Most	Students could do/try to Listen to instruction given by the teacher and build some two dimensional and three dimensional shapes with Q-tips and plasticine. Students extending will be challenged to build octagon, cube, pyramid, octahedron. Rectangular prism and octagonal prism.

		Few/Challenge

STAGE 3: Learning Plan

Resources, Material and Preparation: *What resources, materials and preparation are required?*

If you were a Quadrilateral by Molly Blaisdell, illustrated by Francesca Carabelli
Plasticine and Q-tips
Build it shape work sheet
Visual aids: Pictures of shapes and objects, provided when discussing and

Organizational/Management Strategies: *(anything special to consider?)*

Lesson will be given at the smartboard carpet, teacher will model task, and make sure everyone is paying attention to the lesson. Teacher will use prompts; "Eyes and hears on me in 3,2,1".
The teacher uses wait time. Signifying to students. "I will wait". The teacher waits till she has everyone's attention. The teacher uses planned ignoring, and uses nonverbal cues to correct distracting behaviors. The teacher reminds students not to call out. "Raise your hand up, and wait to be called and share". The teacher uses proximity to correct behavior. Redirection by asking student to do something. The purpose is to regain instructional control over the student. Ongoing monitoring to shape behavior and any opportunity to reinforce and praise positive behavior when students are responding to it will be recognized.

Lesson Development:

Connect: ***How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention. The teacher begins the lesson by activating students' prior knowledge on shape. Students were introduced to shapes last week, they look for different shape they can fine in the classroom. Gave examples of shapes they know, did a sort activity on 2Dshapes and they practiced mostly 2d shapes by tracing it in their worksheet***	**Pacing** 3mins

Teacher will begin the lesson with classroom learnt strategy to gain whole class attention.	**Students will show active listening by responding to prompt, sting six point and whole body listening.**	
The teacher reads picture book on shapes *"If you were a Quadrilateral"* by Molly Blaisdell illustrated by Francesca Carabelli	**Students sit to listen to the story**	7mins
After the book is read the teacher ask students what shape they could recognize from the book.	**Students will answer by show of hands and they will mention shapes like: Square, quadrilaterals, polygon, rectangles, rhombus, parallelograms. Trapezoid etc.**	
The teacher will ask students the following questions.	**Do you know what a shape is?** **What do they look like? you can draw it on the when I call on you.** **What is different about each shape?** **What shape look alike?**	5mins
Teacher will ask to stand up and call on four volunteers to make square shape with their bodies on the flour. A triangle and a circle	**Students will make rectangle, triangle, and square.**	2mins.

Process: *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills and/or attitudes? In what ways have you built in guided practice?*		Pacing
Teacher will show students the activities they will be working on the document camera.	**Students will listen to the instruction given by the teacher**	3mins
The teacher will hand out the worksheet to students, and set up on each table, Q-tips, and plasticine on each table to students.	**The students are instructed not to start until the teacher said they can.**	

Transform: *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?*		Pacing
Teacher will prompt students to start their work by planning out how many Q-tips and the plasticine they will use for the shape they are building. **The teacher circulates the class to whole class is doing it right.** **The teacher circulates and help students with questions they may have.** **For students that may finish quickly the teacher will bring out shapes like octagon, pyramid cube, or octagonal prism for them to build**	**Students will start by planning for the materials they will need to build their shapes.** **Students start to build. In their work sheet they have instruction of what can you build with 5 balls and 5sticks and they will have pictures of the shapes too. It also helps their counting on strategies they have they have prior knowledge in their addition and subtraction of 10 and 20.** **This will help them also when planning.** **Students will work on it for 15mins** **Students will keep working on.** **These students will build it when they are finished building the 2Dand simple 3D shapes.**	15mins

Closure: *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.*		Pacing
Teacher will close the lesson by reinforcing the learning intention. Today we have been able to build 2D and some 3 D shapes. **Teacher prompt question** **I want you to clean up by putting the unused Q-tips in the bags and put the unused pasticine back in the container.**	**Students will listen** **What did you learn from today's lesson?** **Students will respond to the question.** **Examples of student's response** **Shapes, sizes of the shape, the number of materials they need to make a shape.**	5mins

You can keep your best shape, but the rest will be go in the garbage. I want Gavin, Cole, Lexi, and Charlie to help put the ones we are not keeping in the garbage. Sofia and Scarlet bring get all the un-used Q-tip and plasticine to the rainbow table. I want the rest of the class to get ready for recess. Clean your tables and wash your hand and quietly go and get your snack in your bag pack. **Tomorrow we will continue to our shape lesson.**	**Students will respond to teacher's instruction.**	

Reflection *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

Lesson Planning Guide (adapted from Thompson Rivers University)

The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.

***Rationale**: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

Curricular Connections:
The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas** capture the "big picture" or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND. **Curricular competencies** are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The **learning standards for content or concepts** are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:** How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: "I can add two fractions" help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:** What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References** List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):** How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP's?*

***Assessment and Evaluation:** Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an "add on" at the end.*

***Organizational/Management Strategies:** Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:** Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

Lesson Activities/Structure:
***Connect**: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*
***Process**: What sequence of activities will the student's experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*
***Transform**: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

Closure: *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google "40 ways to close a lesson."*

Reflections*: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else?*