

Teacher Candidate Name: Zachary Forster _____

Subject/Lesson: Second Language - ASL – Grade 1 Date: Feb.24, 2020 _____

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.	<ul style="list-style-type: none"> Approach to classroom management indicates pleasant, caring, respectful and fair attitude towards students 	U / S
	<ul style="list-style-type: none"> Ensures student learning environment is appropriate to activity 	U / S
	<ul style="list-style-type: none"> Understands that equity does not necessarily mean equal 	U / S
	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Designs activities and assignments in an age, grade and culturally appropriate way 	U / S
	<ul style="list-style-type: none"> Assesses individual and group performance in order to design instruction that meets individual learners' needs and interests 	U / S
	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Lessons are planned and interactions occur authentically in a way that focuses on students' personal, family, community experiences, and cultural backgrounds 	U / S
	<ul style="list-style-type: none"> 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	<p>CLASSROOM COMMUNITY</p> <ul style="list-style-type: none"> 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
	<p>PLANNING</p> <ul style="list-style-type: none"> 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

Completed by: Nadine Doyle – Co-operating Teacher Mentor _

<p>Standard 5 continued...</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • 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 	<p>U / S</p>
	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • 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 	<p>U / S</p>
<p>Standard 6 Educators demonstrate a broad knowledge base and an understanding of areas they teach</p>	<ul style="list-style-type: none"> • Displays solid conceptual knowledge in subject areas • Uses inter-disciplinary approaches and plans for multiple ways of learning 	<p>U / S</p>
	<ul style="list-style-type: none"> • 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 	<p>U / S</p>

Completed by: Nadine Doyle – Co-operating Teacher Mentor _

Teacher Candidate Name: Zachary Forster _____

Subject/Lesson: Second Language - ASL – Grade 1 Date: Feb.24, 2020 _____

Standard 7 Educators engage in professional learning	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 way of knowing and being, histories and cultures of First Nations, Inuit and Metis in Canada	<ul style="list-style-type: none"> • 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

Completed by: Nadine Doyle – Co-operating Teacher Mentor _

-Please put the puppets down and put hands in your lap, no more touching puppets or paper. – Very clear expectations.

“I love how laser focused Jaxon is right now.... And Adley... and Kenley...”

-Have partners share their Community Helper (10mins)

– introduce their puppet, what he does, where he works,

-Pairs come up and share their learning, round of applause.

-Reminded Kenley and Adrianna to not touch their puppets.

-Reminded that both partners needed to say something.

-

-Praise their presenting skills. Instructed them what to do when finished, where the puppets and papers go, planners away, stack chairs, pencil bins away, get ready to go home.

Reflection:

-Great planning, wonderful addition of sourcing and making the puppets to add to the engagement of the students, enhanced the story book of the community helpers.

-Very well thought out, pre-planned with the name labels and job cards, poster chart of expectations, puppets attached to the sticks etc., partner jobs #1 and #2

-Circulating and assessing is very difficult to do simultaneously, as well as manage the behaviour in the student pairs and you managed it very well.

-The addition of the student pair sharing at the end was the perfect review and consolidation of the lesson.

-Great job Zak!

Name of Observer: Nadine Doyle Date: February 19, 2020

**UNBC
School of Education**

**EDUC 491
CT/PM Observation Form**

Teacher Candidate: Zachary Forster _____ Date: Thursday, Feb. 6, 2020
School: Beverly Elementary _____ Time: 9:40am-10:15am_
Coaching Teacher: Nadine Doyle _____
Grade: 1 _____ Subject/Lesson: Physical Education__
Practicum Mentor: Jennifer Dionne

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

Connect: Warm up – 9:44

- Clear expectations at gym door before entry on 3 laps to warm up and sit in centre circle
- Zak set up hula hoops around gym while students sat quietly at centre circle
- lots of positive praise “thank you for listening so quietly

Process: Teacher-Model Skill (7 mins)

- Gave clear expectations” Today we are going to work on throwing, tossing, catching and co-operating”
- Discussed with students about the definition of “co-operation” (Jaeron answer: working together with your friends)
 - “Going to pick the quietest and well-behaved student to help” – picked Ryker
 - Teacher modelled underhand toss – eyes on Ryker, shoulder toward Ryker, step with opposite foot than the hand holding the beanbag, as I step then I release it
 - Did a few model tosses, reviewing clear criteria (eyes, shoulders, foot, hand)
 - Teacher assigned student pairs (to avoid any silly pairings- great idea)
 - “Everyone is still sitting while I give you a partner, and not moving until I say GO”
 - Kids started moving before done giving partners, way to go back and review expectations again, making them put beanbags away that weren’t supposed to get it yet.
 - “one person from your group stand up” – get beanbag – good way to stop the pile up at the bean bag bin!
 - “quietly and calmly find a spot in the gym” – very clear expectation
 - Used Whistle to get attention – Gave Maxine a #2 – (second warning)

Process: Pairs Practicing Skills (4 mins)

- 5 throws each in partners (more clear directions)
- Corrected Grade (too far way)
- Circulated and monitored the pairs throwing the beanbags, gave corrections and assessed on clipboard as he circulated
- Used whistle, kids sit down
- Maxine #3 – moved her to the bench for not following directions
- “When I say go, person holding the beanbag calmly walk over and put beanbag in the bin”
- Tyson warning #3, moved to bench
- “When I say go, everyone walk to the first hula hoop and make a line”
- Made Hollister go back and try walking again, great management, way to keep on top of them and their behavior!
- Gave Maxine and Tyson another chance to re-enter the class 😊

Name of Observer: Nadine Doyle _____ Date: February 6, 2020 _____

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

Transform: Hula Hoop Practice (6 mins)

- Explained hula hoop game instructions
- Asked Josie to demonstrate how to jump with 2 feet properly, gave praise and pointed out her 2 foot jumping criteria
- Praise Josie for demonstrating. Next student started.
- Students on task, lots from praise from teacher
- Using whistle to prompt next student to start, assessing on checklist as they toss and jump through hoops
- Reminding of underhand tossing
- One more round of tossing and jumping, praising as they go
- "I like how everyone is being co-operative right now and waiting for the person in front of them"
- Reminding – taking step when they are throwing, praising "I like your step Jaeron"
- "It's OK Hollister, this time show me your step with the opposite foot" – reassuring student who was struggling
- "Maxine, that was not what I asked you to do"

Transform: Hula Hoop Game (7 mins)

- "When I say go please put your beanbag in the box and walk to the circle" – sent Tristan and Tyson bag to try walking properly, not running.
- In circle, reviewed hula hoop game that they played the day before
- Reviewed "co-operation" – working together
- Posed
- Q:What are some strategies that helped the hula hoop game work better??
- A: Go same speed as person in front of you, work together
- Teacher reviewed rules to the game, modelled with a small group to review the game with whistle blows.
- One whistle :go.
- Two whistle: get inside hoop
- Freeze : stop
- "Put your hand like this if you understand what we are going to do" – great way for quick confirmation from class
- Gave students #s from 1-5, told them where to stand in their group in the gym
- Told students #s silently with his fingers, way to get them engaged and watching for their #
- Students lined up in their groups
- Rolled hula hoops to groups from across the gym, kids were very impressed!

Transform: Students did co-operative game (1 min)

- Students working together to play the game and listen to the whistle commands
- Tyson clean up the hoops, Please walk back to the circle

Closure – Review in circle (1 min)

- What were some of the strategies that we used?
- Jaeron - go the same speed

Abracadabra – Quick fun animal game to get them moving (4 mins)

Name of Observer: Nadine Doyle_____

Date: February 6, 2020_____

"Abracadabra – you are cheetahs run as fast as you can"

"Abracadabra – you are all silly monkeys"

"Abracadabra – you are birds that fly really fast"

"Abracadabra – you are moose with big horns"

"Abracadabra – you are great white fish"

"Abracadabra – you are turtles moving slowly"

Reflection:

-Great class management, you stayed on their behavior, kept clear expectations, made students go back if they did not follow the expectations, asked students to sit out when they reached their third warning

-Assessing on the go – very tricky, you managed the class and the assessment simultaneously

-Students were engaged, behaving, working co-operatively, everyone doing on task underhand throws

Zak's Reflection:

-He wants a bigger list with bigger names for easier assessment

-He realized they needed to run more at the end so he adapted and squeezed in the Abracadabra game to get them running – great idea!

-He thinks it went well, as I agreed! It was a great effective lesson.

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Completed by: Nadine Doyle – Co-operating Teacher Mentor _

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S= Satisfactory

Completed by: Nadine Doyle – Co-operating Teacher Mentor _

UNBC School of Education EDUC 490	Teacher Candidate: Zackary Forster Date: December 11, 2019 School: Beaverly Elementary Time: 11:10-12:15 Coaching Teacher: Nadine Doyle Grade: 1 Subject/Lesson: Science (Moon Phases/Cycles) Practicum Mentor: Deborah Koehn
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<p>Criteria Guidelines: <i>This list of topics is suggested only:</i></p> <p>Professional Qualities</p> <ul style="list-style-type: none"> • Communication Skills • Work Ethic/Initiative • Attitude/Commitment • Interpersonal Skills • Humour • Energy/Appearance • Professional Ethics • Reflectivity/Self-Evaluation • Collegiality/Teamwork • Parent Communication <p>Planning/Preparation</p> <ul style="list-style-type: none"> • 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) <p>Relationship Building</p> <ul style="list-style-type: none"> • Classroom Community • Relationship with Students • Teaching Presence • Gaining and Keeping Focus on learning • Student Engagement and Motivation • Transitions/Directions/Routines 	<p>***Zak's Goal Today: Pacing / Time Management ****</p> <p>11:10 – Intro Hook (5 mins) -Stated Learning Intention "I understand the moon changes." On board. --Posed the questions: What do you notice outside at night? (moon) Is it always the same? (No) What shapes do you see? (banana, like a crescent) How do you feel when you see the moon? (feel happy, feel weird, it makes me want to play, feel sad, on edge) -Meet Bilby (marsupial from Australia), going outside for the first time at night -Reminded students not to call out</p> <p>11:15 – Started Story "Bilby Moon" (10 mins to read aloud) -Read Aloud -Monitored class behavior, students engaged -Repeat phrase on each page "If I find it I will call you." – Students enjoy being part of reading the story -acknowledged Sophie's connection – an animal on every page -Adrianna calling out, dealt with her issue (management) -Moved Nick and Jaxon on carpet (management) -The moon will come back soon..... every night.... Bigger and bigger and brighter and brighter....</p> <p>11:25 – Whole Class Discussion (5 mins) -Full moon (picture on board) – repeat 3x -What happened next? (Answer: Every page the moon changed) -What happened every night? (something went missing every night) -Refocused Adrianna (off task answer) -Anchor pictures of moon phases on the board in a circle -How did Bilby feel with the full moon?? (Felt happy) -How did he feel when it was going away?? (Felt sad, concerned) -How did he feel when the whole moon was gone? (Felt very sad) - Why do you think he was sad? (because the moon was gone and he liked the moon) -How did he feel when the moon started coming back? (getting excited) -How did he feel when the moon came all the way back? (very happy!)</p> <p>11:30 – Transition started to table, Teacher model work (7 mins) -If you are wearing an ugly sweater go to table, if you have a blue shirt, if your name is (good transition technique to move students orderly to tables from carpet)</p>
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Name of Observer: Nadine Doyle (Classroom Teacher) Date: December 11, 2019

<p>Learning Activities</p> <p>Instruction and Assessment</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> - Co-developed or teacher developed Criteria • Lesson Introduction • Development/Flow/Progression of Learning • Closure • Resources/Hands-on Activities • Instructional Strategies • Supervision/Safety • Questioning • Assessment Strategies: self assessment, peer assessment and teacher assessment / evaluation • Communicating Student Learning 	<p>-On doc cam – reviewing worksheet “What does the word cycle mean?”</p> <p>-refocused Adrianna to listen to Tristan</p> <p>-Praised Tristan for correct answer (The moon cycle is a cycle because it starts all over again)</p> <p>-Put your hand on your nose if you can hear me (good management)</p> <p>-Reviewed colouring expectations for colouring in the moon phases (colour over top of the shaded part)</p> <p>-Helpers handed out student worksheet</p> <p>11:37 – Independent Student Work time (6 mins)</p> <p>-Reviewed expectations (name first, use pencil or pencil crayon) to colour in the shaded moon phase worksheet</p> <p>-Sheet goes into the Yellow science duotang (2 student hander outers)</p> <p>-Countdown to be finished worksheet from 20 (20.....19...18...17... etc) for time management to finish sheet</p> <p>-If you are listening to me do this (finger movement), if you are listening to me (whisper voice) (quiet thumbs up)</p> <p>11:43 – New worksheet “How did Little Bilby feel?” (15 mins)</p> <p>-Started to review it together on doc cam – write name</p> <p>-How did Bilby feel? How did he feel when the moon was full? When it was gone? When it was going away?</p> <p>-Modelled writing sentence on doc cam, reminded put a period at the end of the sentence</p> <p>-Circulated and supported while students completed worksheet</p> <p>-“I like the strategy Adley is using.... FREEZE....” Got whole class attention to show how Adley used the word wall instead of asking the teacher for spelling help.</p> <p>-Wrote words on the board that the students could not sound out</p> <p>-Called loud FREEZE – regained their attention, redirected and refocused</p> <p>12:00 – Consolidation (3 mins)</p> <p>-At carpet, reviewed what we learned (cycle, pattern, starts all over again, circle or a cycle)</p> <p>-Repeat with me “A cycle is like a pattern”</p> <p>-What happens in the moon cycle? (it goes away slowly, then its gone, and it starts coming back, it is full moon again)</p> <p>-What is a cycle like? (A pattern)</p> <p>-3x repeat “A cycle is like a pattern”.</p> <p>-Thank you for saying it at the same time as me.</p> <p>-Looking for the quietest, most well behaved student, to hand out the math duotangs for 15 mins of math finish up work before lunch.</p> <p>-Corrected Grady on walking like a Grade 1 student.</p>
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Name of Observer: Nadine Doyle (Classroom Teacher) Date: December 11, 2019

**UNBC
School of
Education**

EDUC 490

Teacher Candidate: Zachary Forster Date: December 11, 2019
School: Beverly Elementary Time: 11:20-12:00
Coaching Teacher: Nadine Doyle
Grade: 1 Subject/Lesson: Science (moon cycles)
Practicum Mentor: Deborah Koehn

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)

Relationship Building

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

Reflection:

-perfect story matching the moon cycle curriculum
-students engaged in story and feelings
-high energy
-very on top of class management/behaviour – stopping when needed, calling out Freeze, regaining attention, addresses individual issues when needed
-GREAT PACING – very well thought out in terms of breaking up each section, and how long they could sit at the carpet for and how long they can work independently for. Showed much improvement from Monday.
-Continued to work on control over certain more difficult students when they were not listening, did not give up, and kept on redirecting and addresses the behavior concern.
-Great relationships with students, you know lots about them and their learning styles and the supports that they need. You know who are the strong leaders, and who will need support immediately.

Suggestions:

-Voice volume. Think about longevity of high energy and very loud. Don't get into a volume level power struggle. Sometimes even very quiet can be as effective as loud. Loud FREEZE is effective, but not all day or every day. What other ways can you regain their attention and stop the class (lights... bell chime... hand clap... etc).
- What to do when the students don't finish the sheet... (we discussed silent reading time or free time to complete). Need to try and have all finish most, can't have too many things pile up for later completion ----- not necessarily from this lesson, just something to think about when future planning.

Name of Observer: _____

Date: _____

UNBC School of Education EDUC 490	Teacher Candidate: <u>Zachary Forster</u> Date: <u>Monday Dec. 9, 2019</u> School: <u>Beverly Elementary</u> Time: <u>11:25-12:15</u> Coaching Teacher: <u>Nadine Doyle</u> Grade: <u>1</u> Subject/Lesson: <u>Math - "Greater Than Gator"</u> Practicum Mentor: <u>Deborah Koehn</u>
Criteria Guidelines: <i>This list of topics is suggested only:</i> Professional Qualities <ul style="list-style-type: none"> • Communication Skills • Work Ethic/Initiative • Attitude/Commitment • Interpersonal Skills • Humour • Energy/Appearance • Professional Ethics • Reflectivity/Self-Evaluation • Collegiality/Teamwork • Parent Communication Planning/Preparation <ul style="list-style-type: none"> • 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) Relationship Building <ul style="list-style-type: none"> • Classroom Community • Relationship with Students • Teaching Presence • Gaining and Keeping Focus on learning • Student Engagement and Motivation • Transitions/Directions/Routines 	11:29 HOOK (3 mins) Engage students, bringing out alligator from cage, using a whisper voice. Introduce "Greater than Gator" Discuss math terminology "greater" "quantity" (which is bigger) Petting alligator, students are very engaged and attentive. -11:32 - POEM (2 mins) -Read Poem "Greater than Gator" -Uses pointer stick. Reviews term "greater" (which one is more) -Re-read poem together, asks for more student involvement -Hand on heart signal - to share what greater means (Ryker answered correctly) 11:34 - Picture practice at the carpet (7 mins) -Takes down poems, still using a whisper voice -Hands stuffy to students to pet carefully. -Draws turtle pictures on board. -3 > 1, added teeth -Reviewed that the gator eats the greater side, uses his teeth -Praised class on being so quiet while he draws the animal pics on the board -Asked student (Hollister) which side is Greater for Gator to eat -Asked Hollister to come up and draw on the board, draw the greater than symbol in between the pictures on the board **Principal & Therapy Dog comes in, class distracted and petting the dog. -Regained attention by having kids re-focus and move their body (rub their belly) - good thinking! -A new math problem on the board, this time Maxine up to draw the math symbol 11:41 - Review concept at carpet (1 min) -Which quantity does he want to eat and why..... -Have students transition to tables - wearing black shoes, if you are in Gr1 (good way to ease the movement herd to the tables) 11:42 - At tables. Teacher modeling (6 mins) -If you are listening to me... do this.... do that.... (regaining attention at the table) -Praising Kenley for her "quiet hand" -Using Doc cam, reviewing class worksheet "Alligator Greater"

Name of Observer: Nadine Doyle (Classroom Teacher)

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<p>Criteria Guidelines: <i>This list of topics is suggested only:</i></p> <p>Professional Qualities</p> <ul style="list-style-type: none"> • Communication Skills • Work Ethic/Initiative • Attitude/Commitment • Interpersonal Skills • Humour • Energy/Appearance • Professional Ethics • Reflectivity/Self-Evaluation • Collegiality/Teamwork • Parent Communication <p>Planning/Preparation</p> <ul style="list-style-type: none"> • 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) <p>Relationship Building</p> <ul style="list-style-type: none"> • Classroom Community • Relationship with Students • Teaching Presence • Gaining and Keeping Focus on learning • Student Engagement and Motivation • Transitions/Directions/Routines 	<p>Reflection :</p> <ul style="list-style-type: none"> -Very engaging (stuffed animal in a cage as the hook, edible goldfish crackers as math manipulatives) -Good humour, and class communication -High energy - Excellent class management, knew when they needed re-direction and review of expectation when it got too loud or students were off task -Great orderly transitions from carpet to table, and when switching from teacher working on doc cam into student independent work -Anchor charts and poems pre-made, showed good pre-planning. -Lots of effort into great engaging hook lessons with props and fun! Great job. <p>Suggestions:</p> <ul style="list-style-type: none"> -Write Learning Intention/Statement on the board after hook/ during teacher modeling lesson -Students started to get a bit off task near end of independent work time, lots of hands up and students all needing teacher at the same time - Independent time maybe took a bit longer than needed, you could prompt them faster with time limits to get worksheet completed faster. - 25-30mins is a bit long for seated independent work -Running out of time for Wrap-up/Consolidation

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