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| Aaesha  Quba’a, grade 7, solve inequalities  April 27, 2014  MCT: Kate Quinlan |
| **Professionalism**  Aaesha is positive and professional. She is developing a teaching presence and will learn to balance a relaxed persona with clear presentation. She is cooperative with peers and mentor teachers. |
| **Planning**  Smart board is used in the class effectively; PPT has enough blank space for working with the markers. Some of the concepts needed to be developed and explained more. This is a very teacher-centered lesson for the majority of the time with one question being presented, students working quietly, and one student writing the answer on the board. |
| **Implementing and Managing**  S. all have laptops and the questions are displayed on the PPT, each table has A3 paper and they solve their assigned problem together. (they yellow group’s is hard because of the negative #. Can you use this as a change to review all together?)  After posting the first question on the PPT, you ask “Who can tell me the first step you will do if you want to solve it” (try to shift to having students talk to each other, not only you, you can use think-pair-share).  Remember to model all the steps, not just going straight to the answer when you write it. You need to model the thinking you want from the students. You are asking them question, finally you say “We divide it by the same number that we have with the x”  You have a very relaxed teaching presence, you seem comfortable talking and questioning the students. At times, it would be better if you used a stronger approach to introducing a new concept. There is a PPT with prepared questions but you are writing some of your own on the board and not following all the slides. Your PPT had the rules of inequalities (like reversing the signs for negative numbers) but you chose not to show the rules slides.  What are all the papers on the white board? They are taking up a lot of the workable space.  Time management needs some work with the flow of instruction. The fun run would have been good practice, but the instruction needed to be more clear and quick for that to happen. |
| **Monitoring and Assessing**  You model 18 less than b, but you should change it so the b is first; you draw the arrow going the wrong way. The first student to graph an inequality also does it wrong (was she confused by your model?) You could point out for the student that she drew the correct empty circle, but the arrow is going the wrong way.  The second example 42 is greater than or equal to x; you’ve modeled the same mistake. When graphing an equation, you are always showing what the unknown is (x).  When you realized students were confused about reversing signs for negatives, you did not clearly go over the rule with them. You told them to check the equation with any number. Sometimes students just need to you scaffold by explaining the rule and solving in front of them. Finally you tell them if you multiply or divide by a negative you always flip the signs. |
| **Reflection**  went well  I liked the starting point to make sure they understood the previous lesson.  I was flexible on changing my lesson plan according to their understanding because I noticed they were weak in the number line and the negative.  do differently  To see my error, because on one slide it was greater than and we solved it as less than. So we can open it again and have the students find the error.  I need to excite them more, today they were more shy. Maybe they don’t under the concept at the first.  My ending, I will buy a clock for the back to have a wrap-up of what we learned so far. |
| **General Comments**  Nice effort to have students explain things, but you need to be sure that you can explain things clearly yourself first. |
| **Focus for Next Lesson** Understand the concepts perfectly before teaching; ask for help if you’re confused.  Explain and display the rules clearly. Model before you ask students to do it. |