



## Post-Observation Conference

I believe the lesson went well. The students demonstrated their ability to solve probability problems using multiple strategies. They used fractions, decimals, and percentages to represent the probability of an event occurring. They also worked with equivalent fractions during the lesson. I was really happy to see Karina use a number line to determine if the event was likely to happen or unlikely to happen. I taught the number line strategy as a mini-lesson the other day because the students seemed to be struggling with this concept.

I was pleased with the fact that the students were able to use the visual to help them answer my questions. They previously struggled with tree diagrams when solving probability problems. To help them overcome this difficulty, I decided to include the visual in my lesson so that they would have another strategy available. I will be including tree diagrams in some of my future lessons so I hope this will help them.

I tried to include some formative assessment strategies in this lesson (slates, discussions). I was able to use the information I gained from these assessments to provide additional instruction as necessary. You may remember that Ricardo had some trouble with equivalent fractions. When I recognized this as an issue, I stopped and had a discussion about equivalent fractions. I also noticed that the students are still confused about what "at least" means. This may be due to their limited English proficiency. I tried to correct the problem, but will probably need to reteach this concept as well.