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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name:** Abby Harnack **Date:** January 28, 2017  **CU Course:** ED 450 – Student Teaching  **Lesson Title:** The Earth and Sun (Science Unit Lesson One) |
| **This Source of Evidence must be completed within two days after each observed lesson.** |
| 1. Use the formative assessment data for each lesson objective/learning target to sort the students’ performance into three categories.  **Objective/ Learning Target 1**  a. Below Criteria: 6 students  b. Meets Criteria: 8 students  c. Exceeds Criteria: 5 students  **Attach a copy of the formative assessment with the criteria or rubric used to determine the students’ performance on each of the lesson’s learning targets/objectives.** |
| 2. Based on the formative assessment data, how successful was the lesson? Did the students achieve the learning target (s)?   * I would consider the lesson successful since almost 70% of the students either met or exceeded the lesson’s objective. The majority of the students achieved the learning target. I was impressed that five of the students correctly answered every question on the exit slip. In addition to the formative assessment scores, listening to students’ questions and responses throughout the lesson assisted me in determining the success of the lesson. Students seemed to be understanding the relationship between the Earth and the Sun.   What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)   * Students will be given their scored exit slip at the beginning of lesson two. As a class, we will answer each question and explain the observations that needed to be made in order to correctly answer each question. Students who did not achieve the learning target will be given the opportunity to observe the images again and determine what they missed. Misconceptions will be properly addressed. Students who exceeded the criteria will be asked to explain how they were able to determine the correct answers. Such students will be asked to explain the observations they made in order to select an answer. This will encourage students to vocalize their thinking. |
| 3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement. (4A)   * As mentioned previously, student questions and responses helped me determine student achievement. Students were asked to answer a few questions in their textbook. Their responses to such questions assisted my determination. Students also completed a shadow drawing activity on the Smart Board. Observing students as they individually participated in the activity assisted me in determining overall student understanding of shadows. |
| 4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning?   * Classroom procedures, student conduct, and physical space all contributed to student learning. Students know how to enter the class after activity, when to ask for a new pencil, and how to ask a question. During this lesson, students followed the class procedures well. For the majority of the lesson, students behaved appropriately. There were a few students who were asked to stop speaking out of turn. One student did fall asleep during the lesson which obviously hindered his own learning of the content. Mrs. Ward has student desks organized in an effective manner. I was easily able to walk among the students while teaching. There was space for me to show the Earth and Sun model, and students were easily able to walk to the Smart Board to complete the shadow drawing activity. |
| 5. Did you depart from your plan? If so, how and why? (3E)   * I did not depart from my plan during the lesson. The timing worked out well, and there were no issues with the technology. Technology was heavily used in this lesson. Therefore, I was prepared to be flexible during this lesson in case of any technical issues. Thankfully, there were no such issues. |
| 6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently, and why? (4A)   * There are two main things I would do differently. First, I would spend more time teaching students the importance of purposefully making observations. I believe several of the students failed to correctly answer some of the exit slip questions because they were not observing all parts of the displayed pictures. Second, I would focus more on Aiden while teaching. I did not know this student was asleep at his desk until it was time for the formative assessment. Obviously, this student missed several of the exit slip questions because he was not awake during the time of teaching. So, I would make sure this student was awake and encourage him to stretch, stand, or take notes during the lesson in order to stay awake. |
| 7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (4A) (4E)     * I see one large step in my professional growth that will be strengthened during the teaching of this unit. I must do my best to keep my eyes on all students at all times. Obviously, this is impossible. However, I must learn to better be aware of each students’ focus during the lesson. My goal is to not have Aiden fall asleep in another lesson. I must continue to direct students’ attention during my teaching. |