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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name:** Abby Harnack  **Date:** March 13, 2017 **CU Course:** ED 450 – Student Teaching  **Lesson Title:** Comparing and Ordering Decimals |
| **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: 8 students  b. Meets Criteria: 7 students  c. Exceeds Criteria: 6 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)?   * Based on the formative assessment data, the lesson was fairly successful. This class presents a challenge due to the low math ability of the students. I am still learning the needs of the students within this class. The more I learn, the better I’ll be able to adapt to best meet their needs. The majority of the students either met or exceeded the lesson’s objective. This demonstrates the success of the lesson. Although several students were successful, I am disappointed with how many students fell below the learning objective.   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 review decimals tomorrow before being assessed the following day. During this time of review, I will be sure to individually meet with the students who did not achieve the learning target. These students must review how to correctly compare and order decimals. I will write some practice problems on a sheet of scrap paper for such students to attempt. I will praise the students who exceeded the learning criteria. A few students received a perfect score on the formative assessment. One way to challenge these students will be to have them order more than three given decimals. These students will be challenged to correctly order five given decimals. |
| 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)   * I was able to determine student achievement through a variety of ways. Students’ oral responses to posed questions provided me with evidence. This group of students enjoys sharing the strategies they personally use to find answers. Listening to students discuss their strategies greatly helped me determine student achievement. Students were also called to display answers using a PowerPoint presentation. Observing the students’ marked answers on the PowerPoint provided me with additional evidence. Lastly, I took some time to walk throughout the room observing student work on the worksheet. This supplied me with artifacts allowing me to make a determination regarding the achievement of students. |
| 4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning?   * Overall, the established classroom procedures contributed to student learning. The students knew what was expected of them and followed the regular classroom routine. Several of the students failed to have a writing instrument. I wasted instructional time finding and sharpening pencils. The students wasted too much time hunting down pencils. The procedure used for retrieving pencils hindered student learning for this specific lesson. The students conducted themselves fairly well. A few of the students were reminded to raise their hand. Others were encouraged to sit up in their chair. Overall, student conduct contributed to student learning. The majority of the students focused throughout the entire lesson. Lastly, physical space contributed to student learning. I was easily able to walk among the tables in order to view student work. Students had a direct path to interact with the technology. |
| 5. Did you depart from your plan? If so, how and why? (3E)   * I did depart from my plan in a few ways. Neither group participated in the ordering decimals partner activity. There was no time for this activity. I underestimated how much time it takes for this group of students to fully understand presented concepts. I felt rushed at times even though I removed this activity from the plan. I also did not make life connections to the content at a specified time like originally planned. There was simply not time for such connections to be made. As a class, we needed to focus on comparing decimals and ordering decimals. Although life connections are important, there is not always time for such connections to be made, especially when the allotted time for the lesson is only twenty-five minutes. |
| 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)   * I would have loved to have had time for the ordering decimals partner activity; however, this was simply not feasible with the allotted time. If I had the opportunity to teach this lesson again, I would spend more time instructing the students on ordering decimals instead of comparing decimals. The majority of the students performed well on the decimal comparison portion of the formative assessment. The ordering of decimals proved to be a challenge on the assessment for the students. I would include less comparison practice problems and more ordering practice problems. Such a change would most likely better assessment scores. Also, I would try to slow down when directly instructing. These students require slow and simple teaching. I would include less practice problems overall in order to spend more time explaining the individual problems. |
| 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 for my professional growth. I want to better learn the needs of the students within this co-lab class. I want to learn more about the students’ individual disabilities and how to best meet their needs. Teaching this group of students is very different from teaching other groups of students. I want to grow in my ability to adapt instruction to meet the needs of students with certain learning disabilities. |