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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name:** Abby Harnack **Date:** October 22, 2015 **CU Course:** ED 331 – Social Studies Methodology  **Lesson Title:** Exploration – Hudson and La Salle |
| **This Source of Evidence must be completed within two days after each observed lesson.** |
| **Objective/ Learning Target 1**  a. Below Criteria: 7 students  b. Meets Criteria: 20 students  c. Exceeds Criteria: 0 students |
| 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, I would consider this lesson very successful. A high percentage of the students achieved the learning target. It was clear that the students wanted to receive participation credit for the lesson. Many of the students were eager to speak during the debate. Although some of the students had difficulty expressing their thoughts, they made a strong effort to add to the discussion. I truly believe the students are gaining a solid understanding of the various types of impacts that resulted from the Age of Exploration.   What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)   * I will individually meet with those students who did not achieve the learning target. I want to determine why the student chose not to speak during the class debate. Did the student not feel comfortable talking in front of the class or did the student not understand the task? Was the student distracted or was the student simply uninterested in the assignment? Once I determine why the student did not participate, I will be able to address the needs of the student in a more effective way. There was not an opportunity for students to exceed the learning objective. Whether students added one piece of information or three pieces, they just received a check mark for participating. There were several students who added more than one relevant piece of information. |
| 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)   * Today’s lesson provided me great insight regarding student achievement. Listening to the comments made by the students during the debate allowed me to determine the students’ level of understanding. Every student was given the opportunity to speak. As a result, I was able to assess the class on an individual basis. One other factor that assisted my decision regarding student progress was the interactive notebook activity at the beginning of the lesson. The students are now fully connecting the cutouts to the specific backgrounds, motives, and impacts of the explorers. As I read the text aloud, the students determined the main ideas and reflected upon the information of other explorers. It is fully evident that the students are making connections between all the discussed explorers. |
| 4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning?   * As before, Mrs. Melton’s classroom procedures enhanced student learning. In order to save some instructional time, I placed a glue stick and a pair of scissors on the desk of each student. Normally, the students gather these materials on their own at the beginning of class. This saving of time contributed to student learning. The students conducted themselves well throughout the majority of the lesson. Student learning was slightly hindered during the class debate. Some students chose to have side conversations while other classmates were speaking. I tried to limit such conversations as much as possible. Today’s lesson involved a lot of moving around the classroom. Students grouped together for the impact debate. Mrs. Melton’s large classroom space contributed to student learning. |
| 5. Did you depart from your plan? If so, how and why? (3E)   * I departed from my original lesson plan in two distinct ways. First, I quickly realized there was not enough time for students to use their I-pads to find additional information on the impact they selected. So, instead of having the students use technology, I simply encouraged them to discuss their ideas with their classmates before the start of the debate. Second, I asked the students to assess themselves in a completely different way. In order to make sure I had time to review for the test, I changed my original self-assessment plan. Instead of writing their contribution to the class debate on a piece of notebook paper, I simply had the students write an “x” or draw a check mark on a sticky note. If the student did not participate, an “x” was written. If the student did contribute to the class debate, a check mark was drawn. I departed from my plan so that I was successfully able to include all the components of my lesson into the short time frame. |
| 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)   * If I was to teach this lesson again to the same group of students, I would make extra copies of the interactive notebook explorer cutouts. Some of the students had lost their cutouts or were missing specific ones. This did not cause a large problem since students shared with each other. However, it would have been better to have additional copies available. Also, I would make sure each student found their notes on the differing exploration perspectives. At the end of class, I reminded students to study these notes; however, I am unsure as to how many students actually have these notes in their possession. |
| 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)   * The next step I see in regards to my professional growth is learning how to best handle students who are causing a distraction in the classroom. Currently, I try my best to address such distractions. It is often difficult to address these distractions while continuing to teach. I believe that it will be easier to handle such situations when I know my students on a more personal level. I will continue to observe how professional teachers handle such distractions in their own classroom. |