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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name: A**bby Harnack **Date:** October 19, 2015 **CU Course:** ED 331 – Social Studies Methodology  **Lesson Title:** Exploration – Columbus |
| **This Source of Evidence must be completed within two days after each observed lesson.** |
| **Objective/ Learning Target 1**  a. Below Criteria: 18 students  b. Meets Criteria: 4 students  c. Exceeds Criteria: 4 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, the lesson does not appear to have been successful. However, I do not simply use assessment data to determine the success of my lesson. Although the majority of the students failed to achieve the learning target, the students seemed to be grasping the importance of the Age of Exploration. I do not care if my students know specific details, dates, and people. I simply want them to know the impact the Age of Exploration made on the world. Many of the students missed the objective by only one topic. A lot of the students were able to include some valuable information on their exit slip. The reason so few students met the objective was because it was difficult for the students to recall the topics that had just been presented to them. Although it was difficult for some, three students exceeded the objective by identifying all six topics of study.   What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)   * Since the majority of the students did not achieve the learning target, I will review the six topics of study at the beginning of the lesson tomorrow. The students will become more familiar with these topics of study as they continue to work in their interactive notebook throughout the week. Also, I will clearly connect the individual interactive notebook cutouts with the topics of study for the unit. Hopefully this will address any misconceptions on the six topics of study. I will encourage those students who exceeded the criteria to play a more active role during the jigsaw activity. They will serve as group leaders while preparing and presenting their group’s 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)   * There were two other factors besides the exit slip that played an important role in making my determination regarding student achievement. I listened to the questions and comments made by the students during the lesson. Many of the students provided insights during the PowerPoint presentation. Based on some of the questions asked by the students, I could determine their current level of understanding. I was glad that the students felt comfortable interjecting comments while I taught. At times, I had to limit the conversation and redirect student attention. The second factor that helped me determine student achievement was the interactive notebook completed by each student. I had the opportunity to walk around the classroom observing how well the students were adding Columbus’s information into their notebook. Although the students had difficulty adding the information into their notebook quickly, the majority of the students added the information correctly. |
| 4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning?   * Mrs. Melton has established firm procedures for her classroom. I was able to use her set procedures in an effective way. Student learning was enhanced since I implemented familiar procedures. The majority of the students appropriately managed their behavior and conducted themselves well. A few of the students interjected comments without asking for permission. This served as a distraction during some points of the lesson. One student grabbed materials before being told to do so, and two students misbehaved in the bathroom causing them to be late to class. As a whole, the class had to be told a few times to lower their voice level. Nothing served as a serious hindrance to student learning. The physical space of the classroom definitely contributes to student learning. The classroom is spacious allowing students to easily move throughout the room to gather supplies. |
| 5. Did you depart from your plan? If so, how and why? (3E)   * I did not depart from my plan in any large way. Instead of handing out the explorer sheets and cutouts during the middle of the lesson, I gave the students these papers as they entered the classroom. This was a good timesaver. I effectively managed my time in a way that allowed me to successfully present every component of my lesson to the students. Although I managed my time well, I did not follow the planned timing included within my lesson procedure. The lesson began later than expected, so I was sure to make up time whenever I found the opportunity. |
| 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 taught this lesson again to the same group of students, I would explain at the very beginning that they each need three papers. Many of the students thought they had an extra copy of the explorer sheet. I had to repeat myself multiple times concerning this issue. Even though the video was exciting, I would probably remove it from the lesson to allow more time for the exit slip. Lastly, I may have created a handout of the varying exploration perspectives instead of having the students write the material. I was very surprised at how long it took the students to write down the information. Too much time was wasted during this part of the lesson. |
| 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 in my professional growth is to increase my knowledge on creating learning objectives. I often make my objectives too difficult for students to meet. I need to find a balance. High expectations are good; however, objectives must be approachable. Mrs. Melton and I both believe today’s lesson was a success, but the objective does not show this. I must learn how to better set learning objectives. It will be interesting to see how well the students meet my objectives for the remaining unit lessons. I am definitely continue to learn and grow as a teacher. |