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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name: A**bby Harnack **Date:** October 21, 2015 **CU Course:** ED 331 – Social Studies Methodology  **Lesson Title:** Exploration – Cartier and Coronado |
| **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: 10 students  c. Exceeds Criteria: 7 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 successful. The majority of the students either met or exceeded the lesson objective. I was very impressed with the number of students who achieved the learning target. Writing is often a very difficult and challenging task for students. These students listened well during the writing mini-lesson and accomplished the given short answer task. No student refused to write a response.   What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)   * For those students who failed to meet the learning target, I will return their short answer responses with feedback. Once the students have reviewed the feedback, I will ask if they have any questions. Many of the students who did not achieve the learning objective only included two key ideas or one linking word. This is a simple mistake. In a small group setting, I will meet with those students who greatly struggled to write key ideas and properly use linking words. Together, we will compare two explorers besides Cartier and Coronado. Key ideas and linking words will be discussed as the short answer response is written by the group as a whole. Those students who exceeded the criteria will be complimented for their strong effort and will be challenged to write in such an exceptional way on their post-assessment. In addition, I will have these students compare the functions of different sets of linking words in a written response. |
| 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)   * Obviously the written responses served as the greatest way for me to determine student achievement. However, student conversation and questioning helped me make my determination as well. During this lesson, I strived to observe how well the students were meeting the overall unit objectives. Although this lesson objective specifically focused on writing, the unit objectives were integrated into the lesson. I asked the students questions as we added the explorers’ information into our interactive notebooks. The answers given by the students revealed to me that they are learning the main ideas of the Age of Exploration. Many of the students asked me questions during the independent writing activity. Some of the students didn’t even know where to begin while other students simply wanted me to check their response. Reflecting on student questions asked during this activity greatly assisted me in making my decision regarding student achievement. |
| 4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning?   * The classroom procedures established by Mrs. Melton have greatly contributed to student leaning throughout the teaching of this entire unit. Students know to gather their materials as soon as they walk into the classroom. When students quickly follow this simple classroom procedure, essential instructional time is saved. The conduct of the students today was exceptional. The students stayed focused and worked efficiently. During the independent writing activity, the students remained quiet once they were finished, and many gave their greatest effort. I was highly impressed with the behavior of the students during this lesson. Their behavior strongly contributed to their learning. Lastly, physical space did not hinder student learning. Today’s lesson did not require the students to move around the classroom. However, students were able to easily access supplies at the beginning of the lesson. In addition, I was able to move throughout the classroom to answer student questions with no difficulty. |
| 5. Did you depart from your plan? If so, how and why? (3E)   * I did depart from my plan in a few minor ways. Instead of showing the students the text on the PowerPoint, I used the document camera to show how to add information into their interactive notebook. I knew the students would need this visual. Also, I simply showed the example of the short answer response. I realized there was not time for me to write the short answer sentence by sentence with the class. Even though I did not write the short answer in class, the students benefited from viewing a complete short answer response. By reducing the amount of time spent modeling, I was able to give the students more time to independently write than originally planned. Instead of only ten minutes to write their response, students were given fifteen minutes. I believe this additional time led to a greater amount of students achieving the learning target. |
| 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 specific things I would do differently if I had the opportunity to teach this lesson again to the same group of students. First, I would dedicate more time to helping those students struggling to determine key ideas and use linking words properly. I spent too much time checking the responses of students who were finished. These students wanted to make sure they had met all the requirements. I was reviewing responses that were written correctly while other students had not even written one complete sentence. Second, I would provide specific example sentences using comparison linking words. Some of the students had difficulty using the linking words correctly. They included the words within their response but not in a way that made any sense. By providing examples, I think students would be able to avoid this problem. |
| 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 properly determining the times to allow my students to productively struggle. I currently have difficulty deciding on the appropriate time to offer assistance. It is beneficial for students to think through their own thoughts and contemplate different ideas. I know that as I continue to gain experience in the classroom and learn more about individual students, I will gain a better understanding of when to specifically direct student thinking. |