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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name:** Abby Harnack **Date:** October 20, 2015 **CU Course:** ED 331 – Social Studies Methodology  **Lesson Title:** Exploration – Cabot, de Leon, and Cortes |
| **This Source of Evidence must be completed within two days after each observed lesson.** |
| **Objective/ Learning Target 1**  a. Below Criteria: 0 students  b. Meets Criteria: 18 students  c. Exceeds Criteria: 8 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, this lesson was very successful. The students worked together in groups to meet the learning target for the day’s activity. Every group met the learning objective for the lesson. Even though all the groups met the learning objective, it was clear that some of the individual students did not contribute to their group. Two of the groups lost a point due to the fact that not every member contributed to the class presentation. Even though the groups lost this point, the students worked together in an effective way to accomplish the majority of the presentation requirements. Therefore, these groups sill met 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)   * Even though all of the groups met the learning target, there were individual students who failed to contribute to the class presentation. These students will be asked to explain why they did not participate in the group activity. Some of the students worked well during the planning part of the activity; however, they chose not to contribute during the actual presentation. Others failed to contribute during both the planning and presenting. These students will be asked to explain their explorer to me using the information they added to their interactive notebook. They will reflect on what they learned during group work. For those students who exceeded the criteria, they will be encouraged to add the information of the other two explorers into their interactive notebook. The information on these two explorers was explained by their classmates during group presentations. |
| 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)   * Reviewing the students’ self-assessment faces allowed me to determine student achievement. Many of the students were honest. Some drew frowny faces because they failed to contribute to the group presentation. Others who served as leaders of the group drew smiley faces representing the hard work they accomplished during the group activity. Listening to the conversations between students as they worked in their groups provided a great opportunity for me to assess how well the students were understanding the content. Observing students as they flipped through the textbook and discussed answers with their peers allowed me to determine the extent to which they were preparing for the upcoming presentation. It was very easy for me to determine students who failed to contribute to the group. They did not present during the class presentation and chose not to interact with their classmates during the group planning period. |
| 4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning?   * As before, Mrs. Melton’s established classroom procedures greatly contributed to student learning. The students are clearly aware of the class expectations. The majority of the students conducted themselves well during the lesson. Some of the students participated in side conversations during the group presentations. I simply had to remind these students to redirect their attention to the front of the classroom. A few students shouted out their answers instead of raising their hand. I reminded such students to wait for me to call on them before speaking. The students were very respectful and maintained self-control while working in groups. I had to ask the class to lower their voice level on a few occasions. As a whole, student conduct contributed to student learning. Although the classroom is large, the desks were arranged in a way that made it difficult for students to move their chairs to a group. It took a while for the students to settle within their assigned group. The desk arrangement only slightly hindered student learning. |
| 5. Did you depart from your plan? If so, how and why? (3E)   * I departed from my plan in one major way. Originally, I planned on having the students add the information for all three explorers into their interactive notebook. I quickly realized there was not enough time for the students to add all of this content. Therefore, I simply had the students add their assigned explorer’s information into their notebook. If the students were asked to add the other explorers’ information, they would have been too focused on cutting and gluing instead of listening. Also, I helped the groups more than I had planned. I was surprised by the amount of guidance the students needed. Although the groups did work well together, I had to answer more questions about the assignment requirements than expected. |
| 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, I would spend more time at the beginning of the lesson explaining the group presentation rubric. I thought the students would be able to understand the requirements on their own. They required more direct instruction. Also, I would have included the textbook page number and online section for each explorer. The students had difficulty locating their explorer’s information. Lastly, I would have set the original planning timer for twenty minutes. The students began to panic when they saw the fifteen minute timer reach its final minute. |
| 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 learning how to allot an appropriate amount of time for activities. I do not have a good understanding of how long it will take students to complete tasks. I often think students can work a lot faster than what is actually reasonable. Students should not feel rushed. This hinders student learning. Although I manage my time well while teaching and include all lesson components, I often have to speed up the learning process or remove some aspects of the lesson components. Properly recognizing the amount of work students can accomplish in a set amount of time is a current goal of mine. |