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| **Source of Evidence**  **Lesson Analysis and Reflection** |
| ***The Lesson Analysis and Reflection format supports KTS 5 (assesses & communicates learning results), KTS 7 (reflects on & evaluates teaching & learning) and Domains 3 & 4 of PGES.***  **Overview: Analyze and evaluate your lesson within two days of teaching it.** |
| **Name:** Abby Harnack **Date:** October 31, 2014 **Course #:** ED 310  **Title of Lesson:** Point of View |
| **1.** Explain how you determined the levels of student performance on your objective(s)/learning targets. Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?)  I determined the levels of student performance on my objectives in a variety of ways. I created a Notebook 11 activity that served as a form of guided practice. The students individually came to the SmartBoard to complete a part of the activity. The activity was similar to a matching game. As the students came to the board, I was able to determine whether or not the students were understanding the concept. It was also easy to determine which students were simply making a guess. The students appeared to enjoy using the technology. One problem did arise. Near the end of the activity, the SmartBoard began to have difficulty performing various functions. This was a wonderful opportunity for me to grow in the area of flexibility. Some of the students did not get to participate in the activity. If I would have had more time, I would have liked to give each student the opportunity to participate.  After the class had completed the guided practice activity, I gave each student a worksheet. This worksheet served as independent practice. I revealed the correct answers by using the document camera and collected the worksheets after the completion of my lesson. I believe the worksheets allowed me to determine the levels of student performance on my objectives more than anything else. Even though I went over the correct answers, it was easy to see where the students had erased their incorrect answers. In addition, there was a writing portion on the worksheet. Reading the sentences each student attempted to write made it clear which students understood the concept of point of view and which did not.  Surprisingly, the assessment did not serve as the greatest way to determine the levels of student performance on my objectives. The technology had issues during the pre-test. Some of the clickers’ batteries were low causing the students’ responses to not be submitted. Therefore, I had to give them new clickers. Other students had to leave during the middle of the test. The same issues arose during the post-test. Also during the post-test, students selected letter E when the only answer choices were A and B. I was unable to solve this problem. Since many students selected E as their answer, the results for the post-test are not very accurate. I do not believe the clicker system is effective. I was required to use the system for this lesson. Due to the various challenges of the system, I do not plan on using the system for my future lessons. |
| **2.** For **each** lesson objective/learning target, sort the student performance into three categories    a) Below criteria: 15 students  b) Meeting criteria: 3 students  c) Exceeding criteria: 0 students  There a total of 26 students in Mrs. Cox’s fourth grade reading class. However, I am unable to sort all of the students’ performance levels because of absences, early dismissals, class changes, and low batteries. |
| **3.** For each category, describe the students’ strengths **and** learning needs.  a) Below criteria  All of the students in Mrs. Cox’s reading class have specific learning needs. Every student reads at a much lower grade level than fourth grade. I believe distraction was one of the main reasons so many students failed to meet my objective. The students were very excited to have me teach. I think they may have been too focused on me instead of the content. In addition, many of the students decided to choose non-valid answers while taking the post-test. Therefore, some of the students’ scores are not a valid reflection of their knowledge on point of view. All of the students were attentive while I taught. This was one of their greatest strengths. However, they did not apply what they had learned on the post-test because of various distractions including a new teacher, a video camera, and a new form of technology (clickers).  b) Meeting criteria  The strength of those who met the criteria was the ability to focus on the individual questions asked on the post-test instead of the new form of technology. These students were dedicated to getting the correct answer. They chose to read each question and select the best answer. I am proud of these students for remaining focused. I believe these students could have performed better if their peers had remained focus as well. In addition, I believe the students began to grow tired of answering the questions. Some may not have taken enough time to think through the last couple of questions. It may have been better to have created an assessment with less questions. Such an assessment may have better met their learning needs.  c) Exceeding criteria  No student exceeded my objective. Due to this class being the lowest reading class in the fourth grade, I did not believe any student would exceed. This is to be expected when students read at such a low grade level. In order for students in this class to exceed, I would need to spend additional time with them so I could determine the best way to meet each of their individual learning needs. |
| **4. Reflect on the following:**  a) How effective was your instruction based on analysis of student performance indentified in number 2 above?  I believe my instruction was effective even though many of the students did not meet my objective. It is important to make appropriate expectations based on the reading level of students. Many of these students have special needs which often hinders their ability to learn. This must also be taken into consideration when analyzing student performance. It is inappropriate to expect these students to perform at the level of an average fourth grader. Even though the students may not have scored high on the assessment for a multitude of reasons, I know each student now understands some aspects of the concept of point of view.  b) What new professional learning and resources could help you increase your instructional effectiveness?  In order to be more instructionally effective in this classroom, I need to obtain resources on Attention Deficit Hyperactive Disorder. Many of Mrs. Cox’s students have ADHD. It would be very beneficial for me to learn different techniques to use in the classroom to maintain student focus. The students’ focus began to drift near the end of the post-assessment. In addition, resources on how to encourage intrinsic motivation in students would be of great benefit. These students must personally desire to succeed and accomplish tasks. Intrinsic motivation will not only serve students well in the classroom but also in their future profession.  c) Describe patterns in student performance. How will these patterns be used in planning and instruction?  The greatest pattern in student performance was the selection of E as an answer choice. One student selected this answer which was then shown to the students in a graph. The students began to follow this pattern of answer selection. There was one question where seven students had selected answers that were not valid. These students had decided to perform to the level of their peer. This was disappointing. Honestly, it would have been better to simply state the correct answer and not reveal the graph. When I plan my instruction in the future, I will be sure to consider the various ways students will mimic their peers’ performance. |
| **5. For each category of students, how will you differentiate instruction?**  a) Below criteria  Since I believe the majority of the students did not meet my objective because of distractions, I would try to eliminate as many distractions as possible. In addition, I would only include five questions on my pre/post-assessment instead of eight. Also, I would not use the clicker system. I believe the students performed at a weaker level because of this new form of technology. The students were too excited about the clickers to focus on the questions being asked.  b) Meeting criteria  Those who met the objective were able to utilize the clickers in an effective manner. However, the clickers soon became a distraction when their peers started misusing the system. Therefore, I would differentiate the instruction by eliminating the use of the clicker system. The system became too much of a distraction for all students.  c) Exceeding criteria  No student exceeded my objective. However, eliminating the clicker system and providing a paper pre/post assessment would provide the potential for students to exceed. Distractions hinder the performance of all students. |
| **6.** Describe how you communicated continuous progress with students and parents/caregivers (other than school grade reporting).  I communicated the continuous progress of the students by stating the correct answer to each question and displaying a graph that revealed the number of students who selected each answer choice. The students were also able to witness their progress throughout the different steps of the lesson. As they independently practiced the concept, students were able to determine for themselves how they were progressing. I did not communicate progress to parents/caregivers since I only taught for one hour in Mrs. Cox’s class. However, Mrs. Cox was interested in reviewing each student’s score on the assessments. She also explained to the students that their scores may be taken for a grade. |

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