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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name:** Abby Harnack **Date:** February 6, 2017  **CU Course:** ED 450 – Student Teaching  **Lesson Title:** The Moon |
| **This Source of Evidence must be completed within two days after each observed lesson.** |
| 1. Use the formative assessment data for each lesson objective/learning target to sort the students’ performance into three categories.  **Objective/ Learning Target 1**  a. Below Criteria: 5 students  b. Meets Criteria: 4 students  c. Exceeds Criteria: 10 students  **Attach a copy of the formative assessment with the criteria or rubric used to determine the students’ performance on each of the lesson’s learning targets/objectives.** |
| 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 to be successful. The majority of the students exceeded the lesson’s learning target. I was impressed by the large number of students who either met or exceeded the objective. Several of the students answered every question correctly on the formative assessment.   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 the five students who did not meet the learning objective. Together, we will review the questions that were missed. I will refer each student to the magazine. Some of the students answered the questions without referring to the text. I will remind the students to connect the questions to the text. I knew this formative assessment would present a challenge to some students. This group of students has not had a lot of practice answering questions by using textual information. Students who exceeded the criteria will be encouraged to flip through the magazine again and make additional observations. One of my main goals for the students during this unit is to learn how to observe images. Students will benefit from additional practice. |
| 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)   * Two other main lesson components assisted me in my determination regarding student achievement. I asked multiple questions during and after the textbook reading. Student responses to such questions allowed me to gauge student understanding. Also, I had the opportunity to meet with the students in small groups during this lesson. Students watched a video on the moon phases and then used Oreos to represent the different phases. Observing students’ creations and listening to their conversations assisted me in the determination of student achievement. Implementing the co-teaching strategy of stations allowed me to better focus on the students individually. |
| 4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning?   * Classroom procedures, student conduct, and physical space all contributed to student learning. I have been able to develop a strong relationship with this group of students. Respect has been established. The students know the classroom procedures and follow them. Behavior was not a concern during this lesson. A few of the students had to be reminded to not blurt out and to sit appropriately at their desks. Other than these few reminders, students conducted themselves well. Mrs. Ward has her classroom organized in a very effective manner. I was able to freely move throughout the student desks to observe student work. Students were easily able to visit the back table to work at the Oreo Moon Phases station. Procedures, conduct, and space all benefited the success of this science lesson. |
| 5. Did you depart from your plan? If so, how and why? (3E)   * I departed from my lesson plan in a few minor ways. Instead of simply selecting students to read different sections of the textbook page, I used the strategy of echo reading. I enjoyed using this strategy, and I believe the students responded well to its implementation. I decided not to use echo reading for the entire textbook page. I liked mixing up this strategy with others. I also did not have the time to implement echo reading throughout the entire textbook page. I agree that this strategy was more engaging than popcorn reading. Another lesson change involved the moon phases YouTube video. I did not show the entire video like originally planned. I decided to save time. Instead, I simply showed a portion of the video and orally led the students through the moon phases. The students seemed to respond better to my voice, and time was more effectively used. |
| 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 is not a whole lot I would differently. I believe this lesson was a success. However, I would make a few minor adjustments. First, I would read over the Studies Weekly formative assessment questions with the class. Some of the students did not know the term “observation.” As a result, they had difficulty answering one of the assessment questions. I would also explicitly state that the answers are to be found in the Studies Weekly reading. Some of the students wrote down answers that did not match the text. Lastly, I would sum up the lesson with one last statement before sending the students who were still completing their formative assessment to the back table. I felt like the lesson did not come to an actual close. I would have liked to have made a close and then worked with the last few students as Mrs. Ward moved onto spelling. |
| 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)   * I believe all teachers face the challenge of continuously meeting the needs of multiple levels of learning. I have some very strong students in my class. I also have students who struggle academically. It is difficult for me to always balance the varying needs of my students. Therefore, I would like to professionally grow in my ability to facilitate multiple levels of learning. I want to provide the challenge my strong students need and the support my weaker students need. |