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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name:** Abby Harnack **Date:** February 3, 2017  **CU Course:** ED 450 – Student Teaching  **Lesson Title:** Stars and Constellations |
| **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: 1 student  b. Meets Criteria: 5 students  c. Exceeds Criteria: 12 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)?   * I would consider this lesson very successful based on the formative assessment data. The majority of the students exceeded the lesson’s objective. Only one student did not meet the learning objective. The students seemed engaged and attentive during the lesson. Their engagement and attention made me feel confident about the lesson’s formative assessment results. I was very pleased with the students’ performance.     What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)   * One student missed two of the true/false statements. Therefore, she did not meet the learning objective. Five of the students missed one of the true/false statements causing them to meet the learning objective. I will share the correct answers for each statement during the next lesson. This will allow the students who fell below or met the objective to identify their own misconceptions. Students who exceeded the objective correctly answered each question. These students will be asked to share their reasoning for selecting true or false for the statements. The class will support each other during this review of the assessment. |
| 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 several other things throughout the lesson that allowed me to determine student achievement. The class discussion during the textbook reading provided me with evidence. The drawing activity on the second page revealed that the students struggled to connect the stars to create the Bear constellation. I struggled with this constellation pattern as well. Observing students’ drawings on the SmartBoard and individual constellation drawings on the activity sheet revealed that the students were beginning to understand the patterns created by stars. The multiple questions and student responses during the *Stars and Constellations* read-aloud provided me great evidence regarding student achievement for this lesson. All of this evidence allowed me to determine that the students were successfully grasping the lesson’s content. |
| 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 on the carpet. 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 access the SmartBoard for the constellation drawing activity. I love the extra space in the front of the classroom for read-alouds and such. 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 did not depart from my lesson plan in any major ways. My lesson lasted 10 minutes longer than originally planned. I taught this science lesson in the afternoon. There is more flexibility in the afternoon regarding timing. I spent more time on the *Stars and Constellations* read-aloud and questioning than I had planned. The students were very engaged and enjoyed asking questions. I did not want to rush this time of learning. |
| 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 things I would do differently if I was given the opportunity to teach this lesson again to my first graders. First, I would have the students read the I Can statement at the beginning of the lesson. I was excited to get the lesson started, so we dove right into the textbook reading. Second, I would practice connecting the stars of the Bear constellation on the second textbook page. The students were really confused when attempting the pattern on their own. When I attempted the pattern, I was just as confused. My drawing made the Big Dipper appear to be upside down. I used this as an opportunity later on to explain that even teachers make mistakes. |
| 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)   * Based on my personal reflection, I see two main steps regarding my professional growth. First, I want to better my time management. Although I do consider myself fairly strong in this area, I do believe it could still be improved. There was no problem with me taking an extra ten minutes to teach this lesson. However, this will not always be the case for future lessons. Second, I want to continue to explore and implement different questioning techniques. I implemented a new response strategy for this lesson. I’m interested to try new things. I would definitely like to strengthen my questioning abilities. |