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| **Campbellsville University**  **School of Education** | |
| **Source of Evidence 4: Post-Observation Reflection** | |
| **Your Observer will use this evidence to evaluate your performance in the following:** | |
| **Kentucky Framework for Teaching Components**  3E- Demonstrating Flexibility and Responsiveness  4A- Reflecting on Teaching | **Kentucky Teacher Standards**  4-The Teacher Implements and Manages Instruction  5- Assesses and Communicates Learning Results  7- Reflects on and Evaluates Teaching and Learning  9- Evaluates Teaching and Implements Professional Development |

**Guidelines for Developing the Source of Evidence: Post-Observation Reflection**

Teaching is a purposeful act, involving many decisions in both the planning and implementation of instruction. Reflection is the thoughtful consideration of those decisions in light of their impact on student learning to determine what aspects of instruction need to be changes and what aspects should be continued. The accuracy and specificity of your reflection and the validity of actions based on the reflection will depend on the extent to which the reflection is based on accurate performance data. Accurate reflection is the basis for planning and implementing both instruction that is responsive to your students’ needs and professional development that is responsive to your needs.

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing and assessing a lesson and describe the actions taken based on your reflection.

1. While the directions on the template state this Source of Evidence should be completed within two days of each

observation, it is recommended that your analysis of the lesson’s formative assessment data be done as soon as

possible after the lesson to ensure that the data are used to inform ongoing instruction in a timely fashion.

2. Your response to these questions should be based on an analysis of the formative assessment data from the lesson.

3. Identify any other student evidence or artifacts that informed your determination of student achievement and

describe their influence on your determination.

4. If classroom procedures, student conduct, and/or physical space contributed to or hindered student learning, describe the specific contribution or hindrance.

5. If you departed from your plan, be specific as to how and why you changed your plan.

6. If you were to teach this lesson to the same group of students, be specific as to what you would do differently and the reason (s) you would make the changes.

7. What professional growth needs have you identified based on your reflections as you planned, taught, and assessed your lessons? How do you plan to address these needs?

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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name: Emily Hunter Date: 11/16/16 CU Course: ED 414**  **Lesson Title: Quadratic Formula** |
| **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 2 # of students  b. Meets Criteria 0 # of students  c. Exceeds Criteria 10 # of 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.**   * Below Criteria: Student writes down the problem using the quadratic formula, but does not get the correct final answer. * Meets Criteria: Student gets the correct final answer, but does not show work of writing out the problem in quadratic formula form * Exceeds Criteria: Student gets the correct final answer and does show the work of writing out the problem in quadratic formula form. |
| **2. Based on the formative assessment data, how successful was the lesson? Did the students achieve the learning target (s)?**  **What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)**  Based on the formative assessment data, the lesson was very successful. Ten of my students exceeded my criteria, and only two of my students were below my criteria.  For my students who did not achieve the learning target criteria, I would try to have some extra time for independent work so that I can watch these students in particular and walk around the classroom more to help each student when he gets stuck.  For my students who exceeded the criteria, I would give them more difficult problems. For example, I could give them problems with bigger numbers for their a, b, and c. I could also have quadratic formula problems that contain radicals in the final answer. This requires them to not only use their knowledge on how to solve quadratic formula problems which do not just come simply by taking the square root of perfect squares, but it requires them to remember how to simplify radical expressions into simplest form. |
| **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)**  Students were able to work all of the problems that I put up on the white board during the lesson very easily and independently. I started out the lesson by working the problems with the students, but they were able to walk me through the problems very fast. So I allowed them to work the problems on their own, and most of them got the correct answer. I also looked over their work after class, and most of the students had all of the problems that they were supposed to work completed and correct.  Near the end of the lesson, I had them take a Kahoot quiz as one of our activities. This incorporated a little bit more student use of technology and was a way to use technology to assess and communicate their learning with the students. I had twelve students take this six-question quiz. The students answered all of the questions correctly except for on the first question. One student out of the twelve answered the question wrong. However, this showed me that for the most part, the students understood the material. Also, the last question was self-assessment question. I had the students answer: “How well do you feel you understood today’s lesson?” Eleven of my students answered “Very Well,” and one student answered “Pretty Well.” There were no students who answered “Somewhat Well” or “Not at all.” Thus, this was another indicator that my lesson was successful and promoted student learning. |
| **4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning?**  This classroom had great procedures that the students followed very well. The students were well-behaved and engaged. They knew exactly where they were supposed to be and what was expected of them during the class period. They worked hard on the problems that I asked them to work. The physical space was a great environment for learning. The room was not cluttered at all. It was very organized. The only thing that I would have changed was the classroom arrangement. The way that the chairs were set up, it was hard to walk in between the desks to look at the students work without blocking others from seeing the whiteboard. For example, it would have been great if I could have walked around the room to look at student work while Mr. Rafferty worked a problem and vice versa. However, I would have obstructed students’ view of the SmartBoard if I had done this. |
| **5. Did you depart from your plan? If so, how and why? (3E)**  I followed my lesson plan pretty closely. One thing that I changed was that I did not have them complete as many problems on the quadratic formula because the students were grasping the material very well, and I felt like most of them had seen problems like these before. So, Mr. Rafferty and I decided to cut out a few problems. Thus, we did not have the students complete problems 7, 8, 9, and 12. During this extra time, Mr. Rafferty went over the test that the students had recently taken. We wanted to maximize our time instead of having the students just work problems over and over that they already knew how to solve. |
| **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 had an opportunity to reteach this lesson, I would rearrange the classroom differently possibly in a horseshoe shape so that I could easily walk behind the students and look at their work while Mr. Rafferty taught the class. I would also make sure that all students were working all problems because I noticed that one student did not work every problem on her sheet. However, if I had been walking around the classroom and using physical proximity to my advantage, she would more likely have worked the problems. I would have reminded her to work the problems if physical proximity had not corrected this behavior. I also would have gone a little more in depth in the material. I might have used bigger numbers as the a, b, and c values. I could also have created quadratic formula problems that contained radicals in the final answer. This would have required them to not only use their knowledge on how to use the quadratic formula and take the square root of perfect squares, but it would have required them to remember how to simplify radical expressions into simplest form. |
| **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 think that this lesson reminded me of the importance to walk around the classroom and make sure that all students are working the problems. Due to the classroom arrangement, I was not able to walk around the classroom which was something that really hurt my ability to teach these students. Because I could not see what the students were writing on their paper. I could not make sure that they were on task or help students with problems with which they were struggling. So I will definitely need to find a way to work around this predicament in this particular classroom because this is where my student teaching will take place. I feel that it was great practice to teach a lesson in this classroom with the teacher that I will be performing my student teaching with next semester. I feel like we work really well together. He is a great teacher, and I am going to learn so much from working with him. He already has taught me a considerable amount so I feel like reflecting and taking note of activities that he uses in his classroom will definitely help me. Spending more time in this classroom will help me to get to know the students better which is an area that I need to strengthen in my PPGP. I have not had the opportunity to really teach in a classroom where I know the students very well due to the fact that I am constantly switching classrooms. This makes it harder to target specific student needs/differentiate when I am not with the students every day. So this will be a new experience which will definitely help me in my professional growth. I am looking forward to student teaching in this classroom because I will have more time to get to know each student to better differentiate instruction to address all individual needs. |