

Date of Observation: November 18, 2015

Reflection #5

Reflection

Overall, I felt good about the lesson. The bell ringer at the start of class provided feedback about students' understanding of the previous learning target. While students worked to complete the bell ringer, I walked around the classroom to see if there were any holes in their learning. Based on that, I knew exactly what I needed to re-teach before moving on to the new learning target. The basic outline of my observed lesson was to (a) give students notes on the new concept we were covering; (b) model how to solve inequalities in context; and (c) provide a gradual release of responsibility, I do it—we do it—you do it, until students worked independently. Throughout the lesson, I used questioning, observation, and math problems to get and give feedback to/from students. Based on that feedback, I felt confident that a majority of students would be able to complete their HW practice independently.

For this lesson, I was most proud of question #4 (See artifact) because it related directly to the school's canned food drive, an activity that each student in the class was involved in. The numbers used in question #4 were real figures that I acquired from the school's administrative assistant the morning of the lesson. I believe including that example helped "Develop learning experiences that engage and support students" (Standard 3.1). In fact, one of my administrator's comments backs that up when he/she wrote, "You have a safe, opening learning environment where students feel free to ask questions and make mistakes. One of your students told me that he/she can tell you 'like kids.'" (See standard 3.1 of evaluation). Based on that feedback, I will continue to use teaching methods that bring real-world application of math to my classroom to increase student motivation.

Plan for Growth

Based on the evaluation, I'm going to focus improvement in two areas. Standard 1.2 states that the teacher "Collaborates with families, colleagues, and other professionals to promote student growth and development." I earned an "Emerging Effective-Minimally Effective," and my administrator asked me to provide "Specific documentation of communication with parents regarding cognitive, linguistic, social, emotional, and physical development of learners" (See standard 1.2 of evaluation). To do this, I'm going to create a parent email group and send weekly emails detailing the learning targets, lesson outline, and HW. This way, parents will know how to better support their students in the classroom and at home. In addition, I'm going to create a progress report containing specific information about each student that I will send home mid term. I'm going to have copies of the emails and mid-term progress reports to show my administrator next time.

The other teaching standard I want to work on is 3.2, which states the teacher "Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry." My administrator asked me to think about "How [I] organize learning teams for the purpose of developing cooperation, collaboration, and student leadership?" (See standard 3.2 of evaluation). Based on her question, I need to incorporate more group work into my lessons so that students can learn from and support each other. Before my next evaluation I will strategically place students in groups and teach them what group work looks like and sounds like in my classroom. I will also teach students the roles they will take on while working with a group. There is a lot of research that supports the effectiveness of cooperative learning groups in student achievement and engagement. For my next observation, I will be sure to include cooperative learning as part of my lesson.